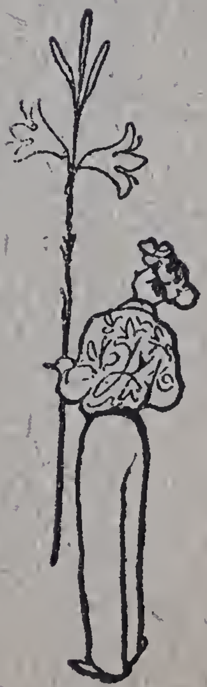
JOSEPH KEASBEY BRICK AGRICULTURAL, INDUSTRIAL AND NORMAL SCHOOL

1901
1902

ENFIELD, NORTH CAROLINA



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CATALOGUE

OF THE

TEACHERS AND STUDENTS

OF

JOSEPH KEASBEY BRICK AGRICULTURAL, INDUSTRIAL AND NORMAL SCHOOL,

ENFIELD, N. C.

WITH

STATEMENT OF COURSES OF STUDY,
EXPENSES AND GENERAL INFORMATION.

FOR THE

SCHOOL YEAR 1901-1902.

E. A. WRIGHT PHILA

BENEDICT HALL.

Calendar, 1902-1903.

1902.

May 25, Sunday—Baccalaureate Sermon, Rev. M. W. Gilbert, D.D., Charleston, S. C.

May 25, at 7:30 p. m.—Address to Christian Workers, Mr. W. A. Hunton, International Secretary Y. M. C. A.

May 27, at 8 p. m.—Address, Mrs. Mary Church Terrell, Washington, D. C.

May 28, Wednesday—Exercises of the Graduating Class and Annual Address, at 10 o'clock a. m., Rev. M. F. Duly, Richmond, Va.

May 28, Wednesday, at 2:30 o'clock p. m.—Anniversary of the Musical Department.

September 30, Tuesday—Fall Term begins.

November 27, Thursday—Thanksgiving Day.

December 22, 23, 24—Examinations.

December 24, at noon—Fall Term ends.

1903.

January 5, Monday—Winter Term begins.

February 12, Thursday—Lincoln's Birthday, Holiday in the Afternoon.

February 22, Sunday—Washington's Birthday.

March 11, 12, 13—Examinations.

March 13, Friday Noon—Winter Term ends.

March 16, Monday—Spring Term begins.

May 1, Wednesday—Founder's Day.

May 24, Sunday—Annual Sermon.

May 25, 26, 27—Final Examinations.

May 25—Anniversary of the Societies, at 7:30 o'clock.

May 26, Tuesday—Exhibition of Primary and Intermediate Grades, at 7:30 o'clock p. m.

May 27, Wednesday—Exhibition of the Grammar Grades, at 7:30 p. m.

May 28, Thursday—Anniversary Exercises of the Normal Department and Annual Address, at 10 a. m.

May 28, Thursday—Anniversary Exercises of the Musical Department, at 2:30 p. m.

THE SCHOOL IS UNDER THE CARE AND
SUPERVISION OF THE

American Missionary Association,

CONGREGATIONAL ROOMS,

Fourth Avenue and Twenty-Second Street, New York, N. Y.

CORRESPONDING SECRETARIES:

Rev. A. F. Beard, D. D., Rev. F. P. Woodbury, D. D.,
Rev. C. J. Ryder, D. D.

TREASURER:

H. W. Hubbard, Esq.

DISTRICT SECRETARIES:

Rev. George H. Gutterson, Congregational House Boston, Mass
Rev. Joseph E. Roy, D. D., 153 LaSalle Street, Chicago, Ill.

SECRETARY OF WOMAN'S BUREAU:

Miss D. E. Emerson, New York Office.

FIELD MISSIONARY:

Rev. George W. Moore, 926 North Addison Avenue, Nashville, Tenn.

MRS. JULIA ELMA BREWSTER BRICK.

This school was organized by the American Missionary Association in 1895, and is now under its direct supervision. Its organization and support is due to the philanthropic spirit of the late Mrs. Julia Elma Brewster Brick, of Brooklyn, New York. The beautiful farm of 1,129 acres, the buildings and views shown in the Catalogue, are the fruits and outgrowth of wise and economic savings on her part.

The seven years history of the school is inseparable from the history of this same period of Mrs. Brick's life, whose beautiful philanthropies and Christian spirit have given inspiration to every detail of its work. We know of no words more fitting her life than those of Dr. A. F. Beard, Secretary of the American Missionary Association, who has accompanied her and her niece, Miss Lydia Benedict, every year in their annual visits to the school, when he said: "Blessed with a fortune, she has been twice blessed in its bestowment and administration. It has been my privilege to meet many noble and many able people, and to know, also, something of their generous benefactions; but never have I found one who grew happier in the experience of transmuting money into character, and in the thought that the influence of Christian love could be sent down the avenues of time after earthly life should cease. In her last letter, she writes: 'You have been such a friend to me and my cause.' Yes, it had become her 'cause' and the joy of her life. She followed God's gracious leading. She heard the Master's voice and knew that it was His."

In referring to the school, he further says: "Its past is full of pleasant memories, and its future is full of hope. The Christian woman who thus made possibilities become splendid realities and realities the forerunners of still greater possibilities, was indeed 'A good steward of the manifold grace of God.' "

T. S. INBORDEN, A.B., *Principal.*

ISADORE MARTIN,
Treasurer and Instructor in Psychology, Ethics, History and Book-keeping.

MISS LUCY G. STOREY, A.B.,
Instructor in the Normal Department.

MISS J. N. KEEBLE,
Instructor in Eighth Grade and Algebra.

MISS C. B. LATTIMORE,
Sixth and Seventh Grades.

MISS K. C. DOWDELL, A.B.,
Fourth and Fifth Grades, Preceptress of Benedict Hall.

MISS JULIA A. SADGWAR,
First, Second and Third Grades.

A. H. BROWN, A.B.,
Instructor in Manual Training and Music.

E. L. FALKENER, B. Agr.,
Superintendent of Farm.

MRS. A. L. DAVIS,
Instructor in Sewing, Matron of Brewster Hall.

MRS. E. C. DOWDELL,
Matron of Benedict Hall.

RECITATION HALL.

GATCHEL & MANNING PHILA.

MANUAL TRAINING SHOP.

GATCHEL & MANNING PHILA.

Students.

Primary Department.

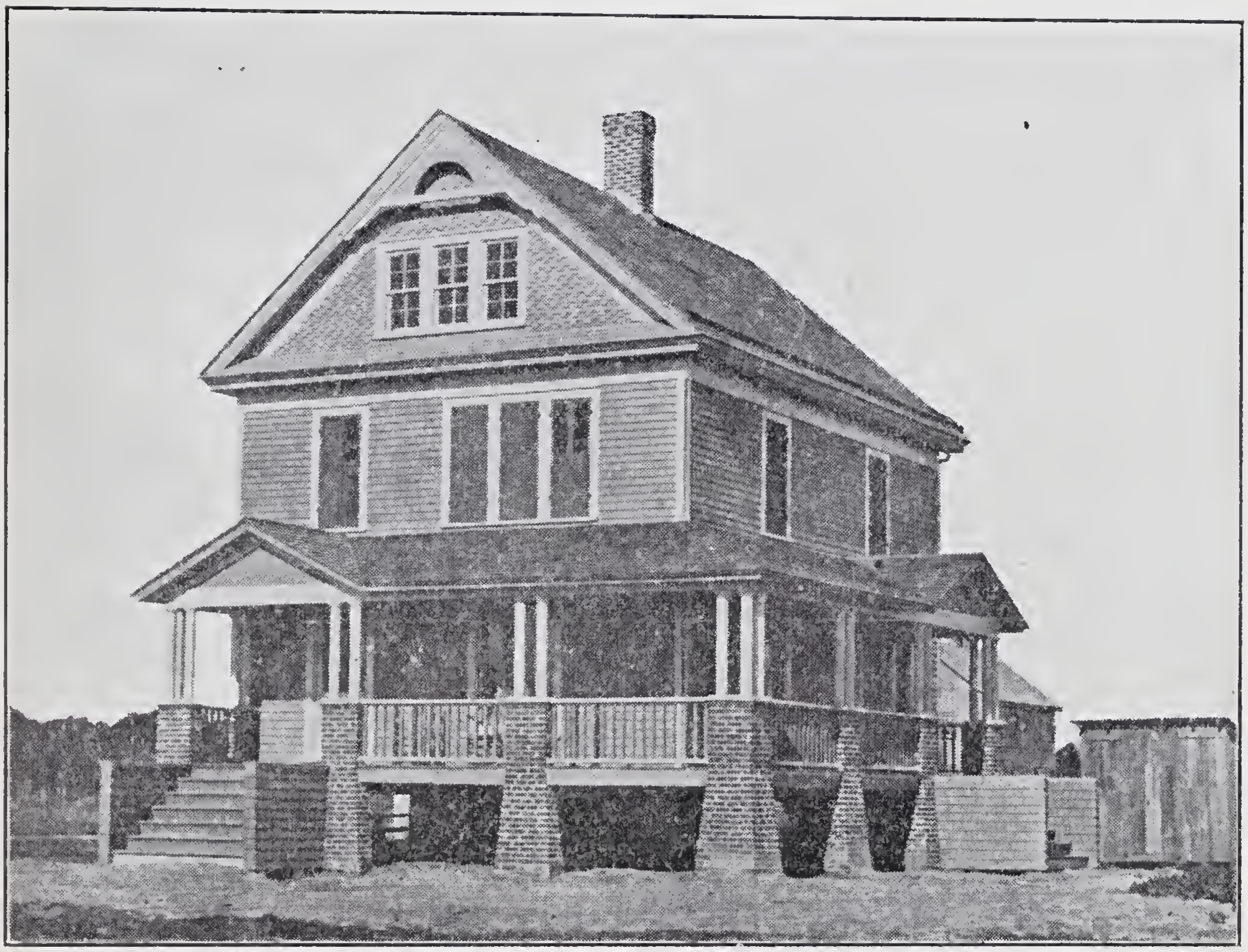
FIRST GRADE.

NAME.	POST OFFICE.
Adams, Samuel (b)	Enfield, Halifax County.
Bullock, Lula	Whitakers, Edgecombe County.
Bunn, Annie	Enfield, Halifax County.
Davis, Bessie	Halifax, Halifax County.
Harris, Samuel	Enfield, Halifax County.
Houser, John	Enfield, Halifax County.
Lyons, Cornelia	Enfield, Halifax County.
Lyons, Lucy	Enfield, Halifax County.
Lyons, Major	Enfield, Halifax County.
Whitaker, General	Enfield, Halifax County.

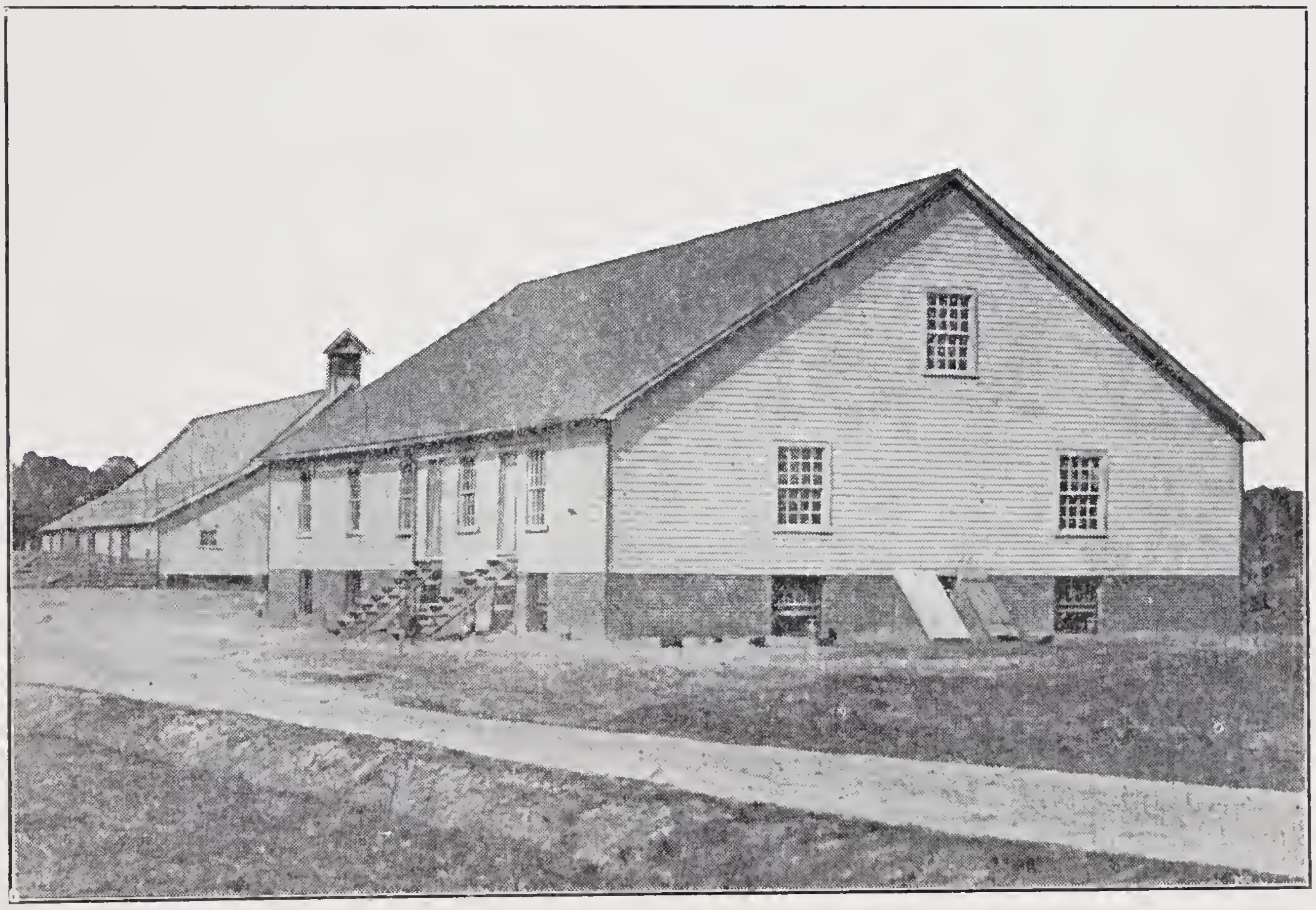
SECOND GRADE.

Alston, Addie (b)	Weldon, Halifax County.
Arrington, Lula	Whitakers, Edgecombe County.
Bullock, Joseph	Whitakers, Edgecombe County.
Bunn, Ella	Enfield, Halifax County.
Burnett, Jessie	Enfield, Halifax County.
Coleman, Berry	Enfield, Halifax County.
Daniels, Charles (b)	Weldon, Halifax County.
Garrett, Bettie	Whitakers, Edgecombe County.
Garrett, Lufinny	Whitakers, Nash County.
Garrett, Lucy	Whitakers, Nash County.
Hill, Nettie	Whitakers, Nash County.
Hilliard, Solomon (b)	Whitakers, Nash County.
Lewis, Nancy (b)	Rocky Mount, Edgecombe County.
Mosley, Madie (b)	Lagrange, Lenoir County.
Nicholson, Lizzie	Gold Rock, Nash County.
Powel, Mamie	Enfield, Halifax County.
Taylor, John	Whitakers, Edgecombe County.
Terry, Harrison	Enfield, Halifax County.
Terry, Junius	Enfield, Halifax County.
Whitaker, John	Enfield, Halifax County.
Whitehead, Emma	Tarboro, Edgecombe County.

NAME.	POST OFFICE.
Williams, Norman	Ringwood, Halifax County.
Young, Mary	Whitakers, Nash County.
Arrington, Cora	Whitakers, Edgecombe County.
Arrington, Isham (b)	Glenview, Halifax County.
Arrington, Martha	Whitakers, Edgecombe County.
Ausby, Simon	Enfield, Halifax County.
Battle, Emma (b)	Battleboro, Edgecombe County.
Battle, Mary (b)	Battleboro, Edgecombe County.
Best, Annie (b)	Wilson, Wilson County.
Boyd, Sandy (b)	Weldon, Halifax County.
Carlisle, Atmus	Whitakers, Edgecombe County.
Carlisle, Richard	Whitakers, Edgecombe County.
Clark, Bettie (b)	Wilson, Wilson County.
Clark, Cary (b)	Wilson, Wilson County.
Cunningham, Zachariah (b)	Hillsboro, Orange County.
Draughan, Marietta (b)	Gethsemane, Edgecombe County.
Foster, Moses (b)	Wilton,Granville County.
Inborden, Julia	Enfield, Halifax County.
Johnson, Harrison	Whitakers, Edgecombe County.
Johnson, Mary (b)	Norfolk, Virginia.
Jones, Mary (b)	Wilson, Wilson County.
Moore, Oscar (b)	Wilmington, New Hanover County.
Nelson, Lucile (b)	Wilmington, New Hanover County,
Smith, Turner (b)	Battleboro, Edgecombe County.
Speight, Clyde	Whitakers, Edgecombe County.
Speight, Katie (b)	Battleboro, Edgecombe County.
Thomas, Anna (b)	Parmalee, Martin County.
Wiggins, Duine	Enfield, Halifax County.
Whitaker, LeRoy	Enfield, Halifax County.
Whitaker, Charles	Enfield, Halifax County.
Wright, John (b)	Lowell, Gaston County.



PRINCIPAL'S HOME



STORE-HOUSE.

Intermediate Department.

FOURTH GRADE.

NAME.	POST OFFICE.
Adams, Susie (b)	Enfield, Halifax County.
Arrington, Daisy (b)	Glenview, Halifax County.
Ausby, Andrew	Enfield, Halifax County.
Bell, Mabel	Enfield, Halifax County.
Bellamy, Eva	Enfield, Halifax County.
Brewington, Mattie (b)	Dudley, Wayne County.
Bryant, Harrod (b)	Goldsboro, Wayne County.
Earles, John (b)	Shelby, Cleveland County.
Garrett, Cora	Whitakers, Edgecombe County.
Grant, Estelle	Gethsemane, Edgecombe County.
Henderson, Bennie (b)	Rocky Mount, Edgecombe County.
High, Addie	Wakefield, Wake County.
Hill, Lafayette	Whitakers, Edgecombe County.
Hill, Willie (b)	Rocky Mount, Edgecombe County.
Hooe, Philip (b)	Montclair, New Jersey.
Hunter, Estella (b)	Rocky Mount, Nash County.
Hunter, Fannie	Whitakers, Nash County.
Hunter, Olive	Enfield, Halifax County.
Johns, Lois	Dudley, Wayne County.
Johnson, Godfry (b)	Crowels, Halifax County.
Lewis, Bessie	Enfield, Halifax County.
Lowe, Pennie	Enfield, Halifax County.
Macklin, Lillie (b)	Rocky Mount, Nash County.
Mason, Willie	Enfield, Halifax County.
Mayo, Thomas (b)	Hillsboro, Orange County.
McGill, Willie (b)	Lowell, Gaston County.
Philips, Fred.	Whitakers, Nash County.
Tate, William (b)	Dudley, Wayne County.
Thomas, Nellie (b)	Battleboro, Nash County.
Whitaker, Annie	Enfield, Halifax County.
Whitaker, Nannie	Enfield, Halifax County.
Williams, Frank (b)	Crowels, Halifax County.
Winn, Gertrude (b)	Dudley, Wayne County.

FIFTH GRADE.

Adams, George (b)	Enfield, Halifax County.
Arrington, Bertha	Ringwood, Halifax County.
Arrington, Carrie	Whitakers, Edgecombe County.

NAME.	POST OFFICE.
Arrington, Samuel	Whitakers, Edgecombe County.
Ausby, Banta	Enfield, Halifax County.
Baskerville, Janie (b)	Tarboro, Edgecombe County.
Baskerville, Lyda (b)	Tarboro, Edgecombe County.
Bullock, Bennie	Whitakers, Edgecombe County.
Dozier, Isaiah	Glenview, Halifax County.
Exum, William (b)	Epworth, Edgecombe County.
Howington, Andrew (b)	Enfield, Halifax County.
Jacobs, Estella (b)	Dudley, Wayne County.
Linebarger, McNease (b)	Lowell, Gaston County.
Marrow, James (b)	Tillery, Halifax County.
Rofe, Mattie (b)	Crowels, Halifax County.
Scott, John (b)	McGruder, Virginia.
Simmons, Maggie (b)	Dudley, Wayne County.
Summerell, Lillie (b)	Jackson, Northampton County.
Taylor, Bertha (b)	Enfield, Halifax County.
Taylor, Charles	Enfield, Halifax County.
Taylor, Samuel (b)	Scotland Neck, Halifax County.
Tillery, Nannie	Enfield, Halifax County.
Whisenant, Henderson (b)	Talladega, Alabama.

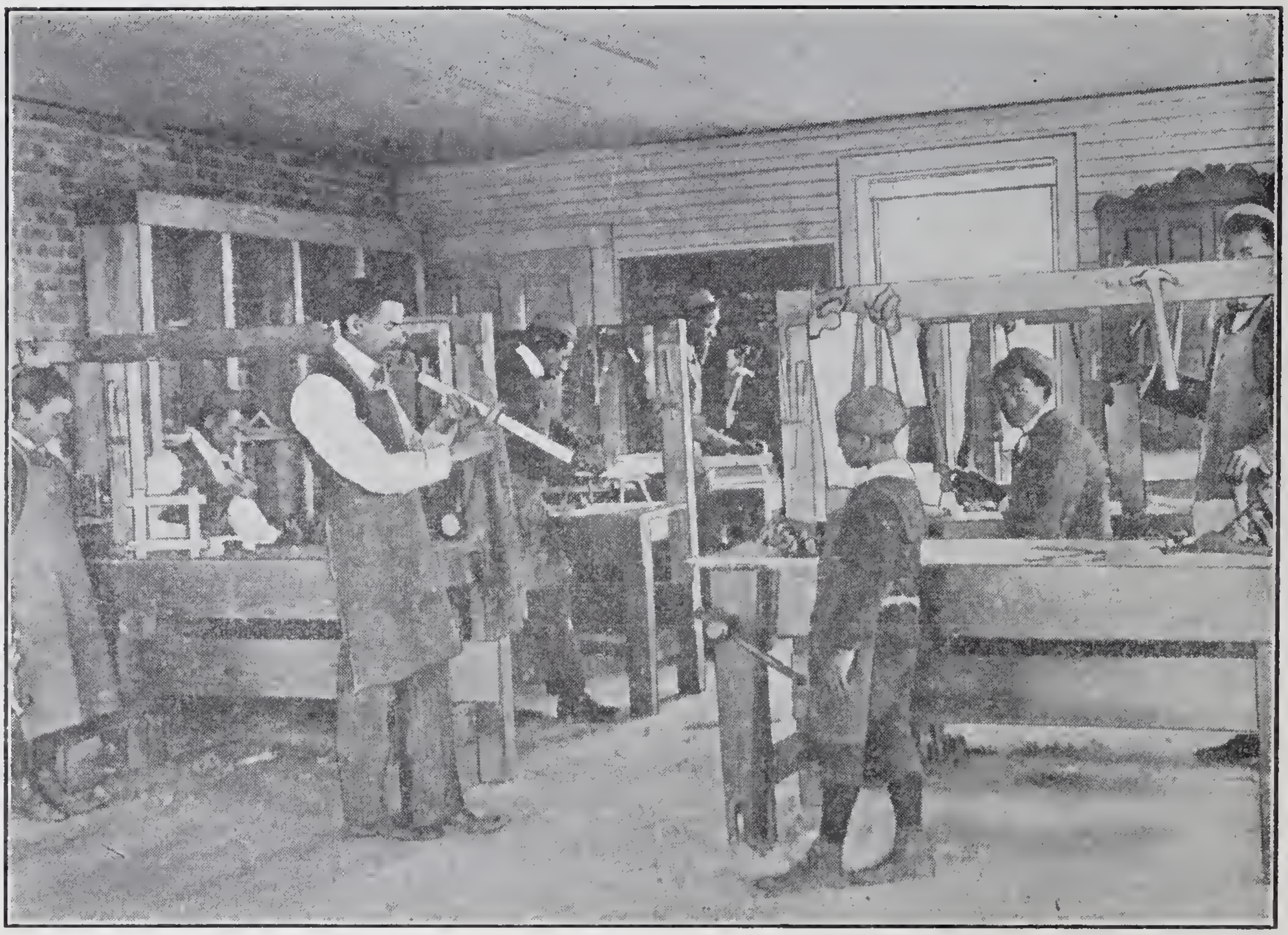
Grammar Department.

SIXTH GRADE.

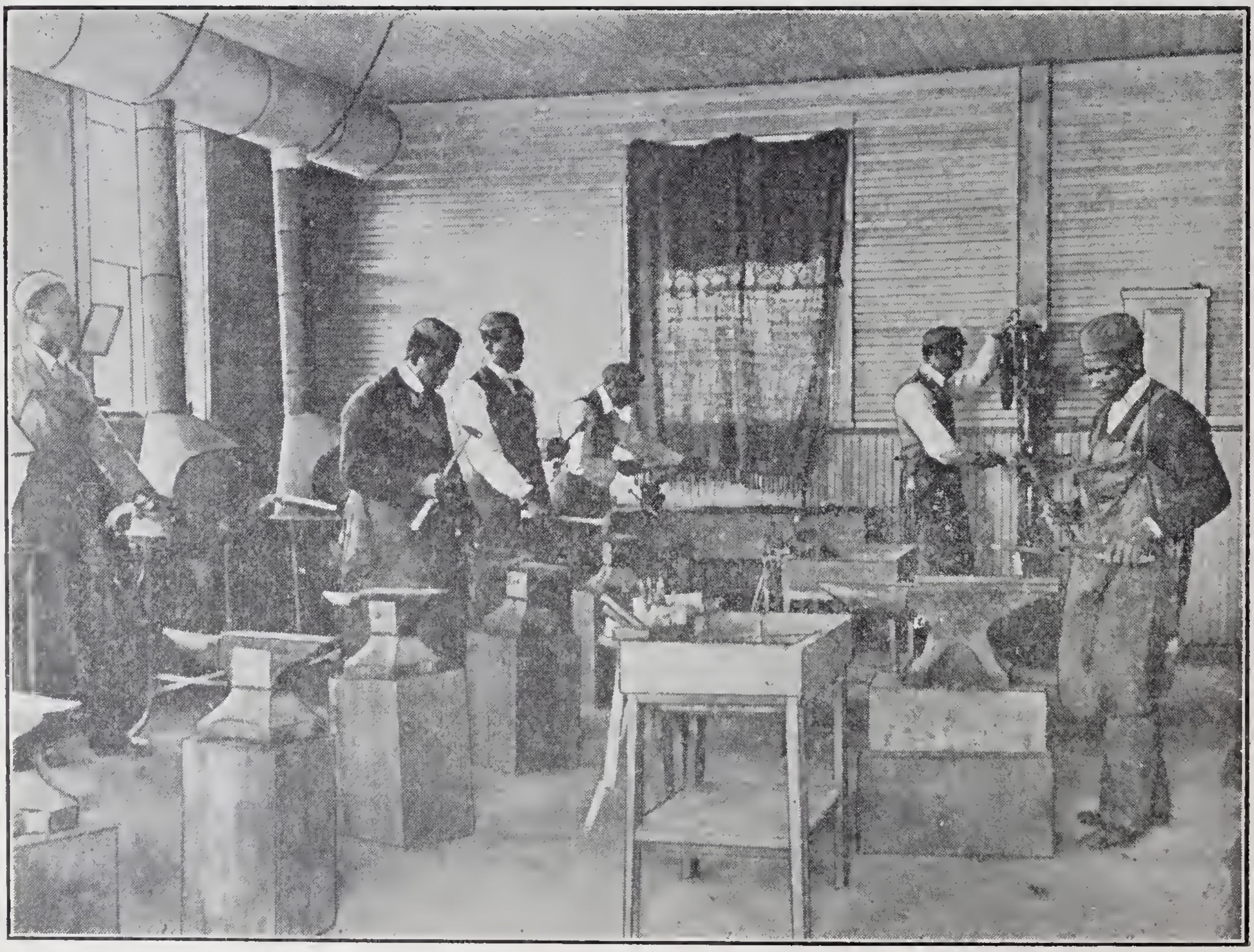
Abbott, Lewis (b)	Asheville, Buncombe County.
Bunn, Isaac	Enfield, Halifax County.
Carlisle, Joseph	Whitakers, Nash County.
Carlisle, Lizzie	Whitakers, Nash County.
Goode, Gertrude (b)	Jackson, Northampton County.
Gunter, Virginia (b)	Whitakers, Edgecombe County.
Harrell, Lula (b)	Scotland Neck, Halifax County.
Hicks, Essex (b)	Glenview, Halifax County.
Knight, Marion	Enfield, Halifax County.
Manuel, Bashy L. (b)	Dudley, Wayne County.
Speight, Maggie (b)	Rocky Mount, Edgecombe County.
Taylor, Addie (b)	Scotland Neck, Halifax County.
Tillery, Major (b)	Enfield, Halifax County.

SEVENTH GRADE.

Conigland, Cozy	Enfield, Halifax County.
Faison, Samuel (b)	Dudley, Wayne County.



WOOD-WORK DEPARTMENT.



FORGING DEPARTMENT.

NAME.	POST OFFICE.
Green, Elisha (b)	Creek, Warren County.
Johns, Paul	Dudley, Wayne County.
Jones, Smith (b)	Weldon, Halifax County.
Lyon, Mattie (b)	Epworth, Edgecombe County.
Peebles, Lelia (b)	Jackson, Northampton County.
Peoples, Martha	Charlotte, Mecklenburg County.
Pittman, Cary (b)	Enfield, Halifax County.
Ragland, Henry (b)	Wilmington, New Hanover County.

EIGHTH GRADE.

Arrington, Precious	Ringwood, Halifax County.
Baskerville, Lillian (b)	Tarboro, Edgecombe County.
Blue, James (b)	Dry Creek, Montgomery County.
Bullock, George	Whitakers, Edgecombe County.
Bullock, Martha	Whitakers, Edgecombe County.
Hill, Martha	Whitakers, Edgecombe County.
Hilliard, Mattie (b)	Whitakers, Nash County.
Johnson, Theresa (b)	Alexandria, Virginia.
Meachem, Ananias (b)	Enfield, Halifax County.
Meachem, Emma (b)	Enfield, Halifax County.
Peoples, Hattie (b)	Charlotte, Mecklenburg County.
Philips, Sallie (b)	Whitakers, Nash County.

Normal Department.

FIRST YEAR.

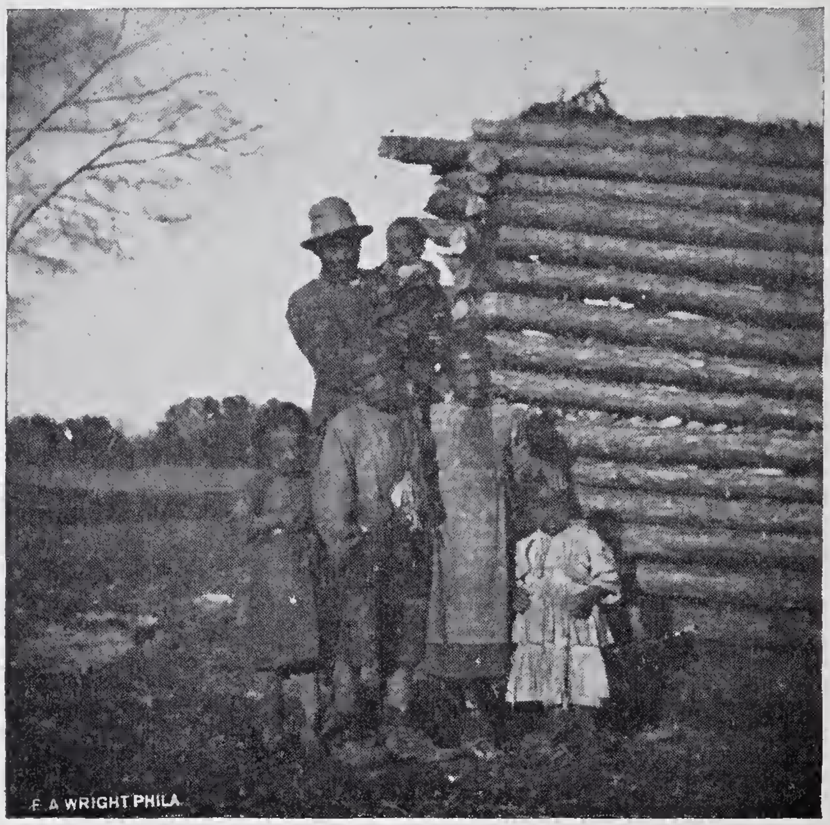
Brewington, Hattie	Dudley, Wayne County.
Cox, George (b)	Dudley Wayne County.
Jacobs, Della (b)	Dudley, Wayne County.

SECOND YEAR.

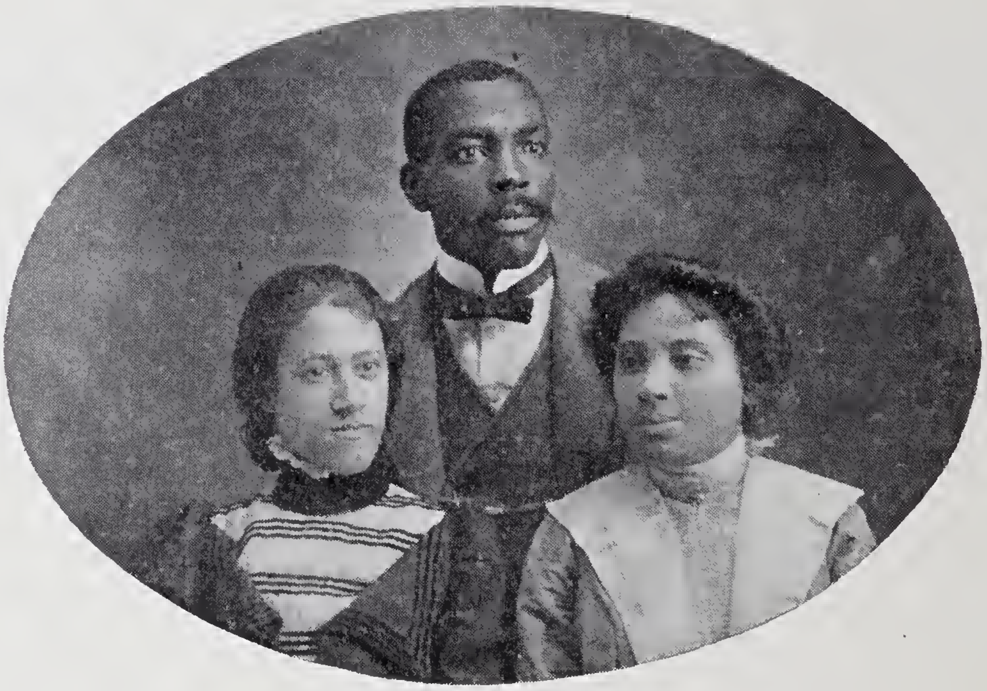
Ausby, James	Enfield, Halifax County.
Bullock, Pearl	Whitakers, Edgecombe County.
Croom, Ananias (b)	Lagrange, Lenoir County.
Green, Hattie (b)	Rocky Mount, Edgecombe County.
Hill, Joseph	Whitakers, Edgecombe County.
Howington, Chester	Enfield, Halifax County.
Manuel, Melissa (b)	Dudley, Wayne County.
Raiford, Ernest (b)	Dudley, Wayne County.

SENIOR NORMAL.

Black, Cora	Whitakers, Edgecombe County.
Johns, Olivia	Dudley, Wayne County.
Stitt, John (b)	Matthews, Mecklenburg, County.


F. A. WRIGHT PHILA.

BEFORE COMING TO US.



AS THEY LEAVE US.

Night School.

FIRST GRADE.

NAME.	POST OFFICE.
Battle, Jessie (b)	Rocky Mount, Nash County.
Ellis, John (b)	Crowels, Halifax County.

SECOND GRADE.

Houston, Georgia (b)	Charlotte, Mecklenburg County.
Jones, Ransom (b)	Lagrange, Lenoir County.
Lyons, Joseph	Enfield, Halifax County.
Peebles, Gulin (b)	Jackson, Northampton County.
Sandlin, Walter (b)	Weldon, Halifax County.
Washington, Cornelius	Whitakers, Nash County.

THIRD GRADE.

Alston, Thomas (b)	Wilson, Wilson County.
Bradley, Julia (b)	Enfield, Halifax County.
Hill, Noah (b)	Rocky Mount, Edgecombe County.
Jones, Hermon (b)	Falling Creek, Lenoir County.
Lawrence, Cary (b)	Spring Hill, Halifax County.
Lewis, Mamie (b)	Norfolk, Virginia.
Lowe, James (b)	Reidsville, Rockingham County.
Philips, Willie (b)	Battleboro, Edgecombe County.
Saunders, John (b)	Selma, Johnston County.
Shines, Maggie (b)	Weldon, Halifax County.
Smith, Weldon (b)	Spring Hill, Halifax County.
Vick, William (b)	Battleboro, Edgecombe County.
Wallace, Charles (b)	Weldon, Halifax County.
Wall, Colonel (b)	Dudley, Wayne County.

FOURTH GRADE.

Arrington, Walter	Enfield, Halifax County.
Battle, Ida (b)	Battleboro, Edgecombe County.
Cox, Irene (b)	Dudley, Wayne County.
Goode, Edward (b)	Jackson, Northampton County.
Lawrence, Rebecca (b)	Spring Hill, Halifax County.
Long, Hilliard (b)	Hillsboro, Orange County.
Mosely, Albert (b)	Lagrange, Lenoir County.
Parker, Emmitt (b)	McGruder, Virginia.
Young, Solomon (b)	Henderson, Vance County.

FIFTH GRADE.

NAME.	POST OFFICE.
Arrington, Bascom	Enfield, Halifax County.
Garrett, Mingo (b)	Whitakers, Nash County.
Hilliard, Lucy (b)	Whitakers, Nash County.
Reid, Annie (b)	Lowell, Gaston County.

SIXTH GRADE.

Croom, James (b)	Lagrange, Lenoir County.
Richardson, Edward (b)	Atlanta, Georgia.
Tillery, Lucy (b)	Enfield, Halifax County.

SEVENTH GRADE.

Arrington, Silas	Enfield, Halifax County.
Hill, Ecclesiastes (b)	Genoa, Wayne County.

EIGHTH GRADE.

McKoy, Cicero (b)	Troy, Montgomery County.
Sadgwar, Otis (b)	Wilmington, New Hanover County.

Instrumental Music.

Ausby, James.
Bullock, Pearl.
Hill, Martha.
Johns, Lois
Johnson, Theresa.
Nelson, Lucile.
Taylor, Bertha.
Brown, Mrs. O. R.
High, Addie.
Inborden, Julia.
Johns, Paul.
Meachem, Emma.
Speight, Katie.
Whisenant, Henderson.

(b) means boarder.

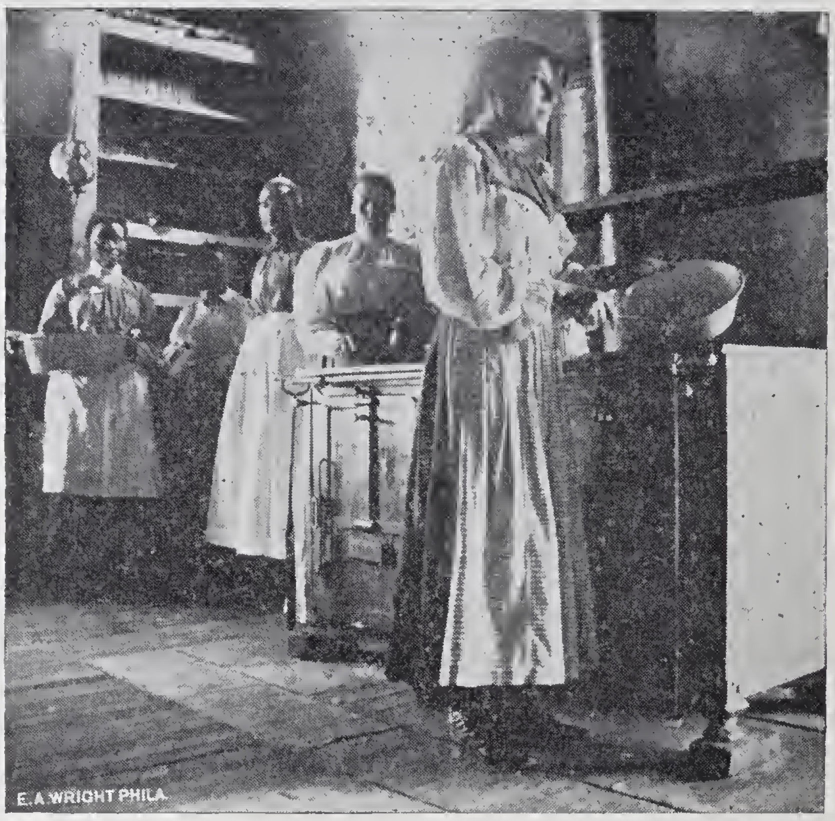
Summary.

	Males.	Females.	Totals.
NORMAL DEPARTMENT.			
Seniors	1	2	3
Second Year	5	3	8
First Year	1	2	3—14
GRAMMAR DEPARTMENT.			
Eighth Grade	3	9	12
Seventh Grade	6	4	10
Sixth Grade	6	7	13—35
INTERMEDIATE DEPARTMENT.			
Fifth Grade	12	11	23
Fourth Grade	13	21	34—57
PRIMARY DEPARTMENT.			
Third Grade	13	16	29
Second Grade	9	14	23
First Grade	5	5	10—62
NIGHT SCHOOL.			
Eighth Grade	2	0	2
Seventh Grade	2	0	2
Sixth Grade	2	1	3
Fifth Grade	2	2	4
Fourth Grade	6	3	9
Third Grade	11	3	14
Second Grade	4	2	6
First Grade	2	0	2—42
MUSICAL DEPARTMENT.			
Instrumental	3	11	14—14
Total	108	116	224
Counted twice	3	10	13
Total attendance	105	106	211
Boarders	70	55	125

Number of students who live on the school farm........ 37

Number of States represented: Alabama, Georgia, New Jersey, North Carolina, Virginia.

Counties in North Carolina represented: Buncombe, Edgecombe, Granville, Gaston, Halifax, Johnston. Lenoir, Montgomery, Martin, Mecklenburg, Nash, New Hanover, Northampton, Rockingham, Orange, Wake, Warren, Wayne, Wilson, Vance.


E. A. WRIGHT PHILA.

PRACTICAL COOKING.

E. A. WRIGHT PHILA.

PRACTICAL COOKING.

Course of Study.

Primary Department.

FIRST YEAR.

Reading—Chart, Barnes' First Reader.

Numbers—All combinations from 1 to 10.

Language—Correcting Common Mistakes; Reproduction of Stories.

Writing—Script Letters from Copies.

Drawing—On slate, lines, angles.

Music—Scale from blackboard and chart.

SECOND YEAR.

Reading—Barnes' Second Reader; Attention to Vowel Sounds.

Spelling—Selected from Reader.

Arithmetic—All Combinations from 10 to 100.

Language—Correcting Common Mistakes; Reproduction of Stories.

Nature Studies—Plants, Animals, Color and Form.

Writing—Copy-book.

Drawing—On Scale, Music Scale; Simple Exercises.

THIRD YEAR.

Reading—Barnes' Third Reader; Attention to Articulation, Marks.

Supplementary Reading—Special Selections for Children.

Arithmetic—Combinations from 100 to 1 000.

Language—Oral; Composition Work; Reproduction of Stories.

Geography—To Lesson 20, Barnes' Elementary.

Nature Studies—Animals, Plants, Color, Form.

Intermediate Department.

FOURTH YEAR.

First Term.

Reading—Fourth Reader, Barnes'.

Spelling—Eclectic, McGuffey's.

Arithmetic—To page 169, Milne's Elements; Dubbs' Problems.

Geography—Page 43, Lesson 6, Barnes' Elementary.

Grammar—To Adjectives, page 31, Harvey's Elementary.

Writing—Copy-book; Music and Drawing.

Second Term.

Reading—Fourth Reader, Barnes'.

Spelling—Eclectic, McGuffey's.

Arithmetic—To page 188, Milne's Elementary; Dubbs' Problems.

Geography—To page 57, Barnes' Elementary.

Grammar—To Verbs, page 50, Harvey's Elementary.

Writing—Copy-book; Drawing and Music.

Third Term.

Reading—Fifth Reader, Barnes'; Elementary Sciences, Dana.

Spelling—Eclectic, McGuffey's.

Arithmetic—Through Decimal Fractions, Milne's; Dubbs' Problems.

Geography—To page 75, Barnes' Elementary.

Grammar—To Syntax, page 79, Harvey's Elementary.

Writing—Copy-book; Drawing and Music.

FIFTH YEAR.

First Term.

Reading—Fifth Reader, Barnes'.
Spelling—Eclectic, McGuffey's.
Arithmetic—Completed, Milne's Elements.
Geography—Completed, Barnes' Elementary.
Grammar—To Voice, page 103, Harvey's Elementary.
Writing—Copy-book; Drawing and Music.

Second Term.

Reading—Fifth Reader, Barnes'.
History—United States Elementary, Eggleston's.
Spelling—Eclectic, McGuffey's.
Arithmetic—Dubb's Arithmetical Problems, Part I.
Geography—Reviewed, Barnes' Elementary.
Grammar—To Conjunctions, page 129, Harvey's Elementary.
Writing, Drawing, Music.

Third Term.

Reading—Fifth Reader, Barnes'; Young People's Physiology.
Spelling—Eclectic, McGuffey's.
Arithmetic—Dubbs' Arithmetical Problems, Part I.
Geography—To the Western Hemisphere, Barnes' Complete.
Grammar—Completed and Reviewed, Harvey's Elementary.
Writing, Drawing, Music.

Grammar Department.

SIXTH YEAR.

First Term.

Reading—History of Negro Race, Johnson.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Fractions, page 99, Milne's Standard.

Geography—To page 52, Barnes' Complete.

Grammar—To Adjectives, page 42, Harvey's Revised.

Writing, Drawing, Music.

Second Term.

Reading—Elementary History of North Carolina, Allen.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Decimals, page 144, Milne's.

Grammar—To Verbs, page 73, Harvey's Revised; Composition Work.

Geography—To Pacific States, Barnes' Complete.

Writing, Drawing, Music.

Third Term.

Reading—Selections.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Denominate Numbers, page 170, Milne's.

Geography—To Europe, page 98, Barnes' Complete.

Grammar—To Conjunctions, page 96, Harvey's Revised; Composition Work.

Writing, Drawing, Music.

SEVENTH YEAR.

First Term.

Reading—Selections.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Longitude and Time, page 200, Milne's.

Geography—Europe and Asia, Barnes' Complete; Map Drawing.

Grammar—To Prepositions, page 121, Harvey's Revised.

Writing, Drawing, Music.

Second Term.

Reading—Selections.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Percentage, page 230, Milne's.

Geography, Africa, Oceanica, Map Drawing, Modeling, Barnes'.

Grammar—To Arrangement of Elements, Harvey's Revised.

Writing, Drawing, Music.

Third Term.

Reading—Selections on Temperance, Humane Treatment of Dumb Animals.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Interest, page 263, Milne's.

Geography—Reviewed; Map Drawing, Modeling; Barnes'.

Grammar—To Syntax, page 190, Harvey's Revised.

Writing, Drawing, Music.

EIGHTH YEAR.

First Term.

Reading—Classical Selections.
Spelling—Selections from Text-books.
Arithmetic—To Ratio, page 312, Milne's.
History—United States, Eggleston's.
Grammar—To Figures of Language, page 231, Harvey's Revised.
Writing, Drawing, Music.

Second Term.

Reading—Classical Selections.
Spelling—Selections from Text-books.
Arithmetic—To General Review Exercises, page 343, Milne's.
History—United States, Eggleston's.
Grammar—Completed, Harvey's Revised.
Writing, Drawing, Music.

Third Term.

Reading—Classical Selections.
Spelling—Selections from Text-books.
Arithmetic—Completed, Milne's.
Morals and Manners, Gow.
Writing, Drawing, Music.

Original compositions, declamations, recitations, and papers on current events are required each Friday as class rhetoricals. Every student above the fifth grade is required to appear once during the year in public rhetoricals. Composition work in connection with the grammar is also taught in the various grades.

The text-book used in Music is the National Course, by Mason. We begin with the melody songs by note, draw the staff, learn the names of lines and spaces by number, and sing by number easy intervals. This is continued in the third grade, where the names of lines and spaces by the letter and eye are learned. Singing by syllables easy intervals in key of "C." Also melodies in the key of "C." Learning names of common technical syllables. Different note values and time values. Beating 4-4, 3-4 and 2-4 time. This work is reviewed briefly in the fourth grade and fifth grade. Singing one-part melodies in the keys of "C," "F" and "G." (Second reader to page 50.) The work thus far is reviewed in the sixth and seventh grades, and more advanced work taken up. The Chromatic scale is learned, and melodies in the three keys are taken up.

Beyond the seventh grade, the third book is taken up and more difficult music learned.

Our idea is to give students a rudimentary knowledge of music, so that they may be helpful and useful in the communities where they may live.

Great emphasis is placed on thoroughness of all subjects taught in these grades. We aim at Quality, rather than Quantity. Those who complete the course in a satisfactory manner will be admitted to the Normal Department. Students who have completed in other schools a course of study equivalent to the above, and who bring letters of satisfactory recommendation, will also be admitted to the Normal Department.

Normal Department.

FIRST YEAR.

First Term.—Algebra (Wells' Academic); Latin (Collar and Daniell); Bookkeeping (Bryant and Stratton).

Second Term.—Algebra (Wells' Academic); Latin (Collar and Daniell); Physical Geography (Monteith).

Third Term.—Algebra (Wells' Academic); Latin (Collar and Daniel); Physical Geography (Monteith).

SECOND YEAR.

First Term.—Algebra (Wells' Academic); Latin, Cæsar; English History (Anderson).

Second Term.—Rhetoric (Hill); Latin, Cæsar; Physiology (Steele).

Third Term.—Rhetoric (Hill); Latin, Cæsar; Physiology (Steele).

THIRD YEAR.

First Term.—English Literature (Halleck); General History (Anderson); Physics (Steele).

Second Term.—Geometry (Milne); General History (Anderson); Latin, Selections from Cicero.

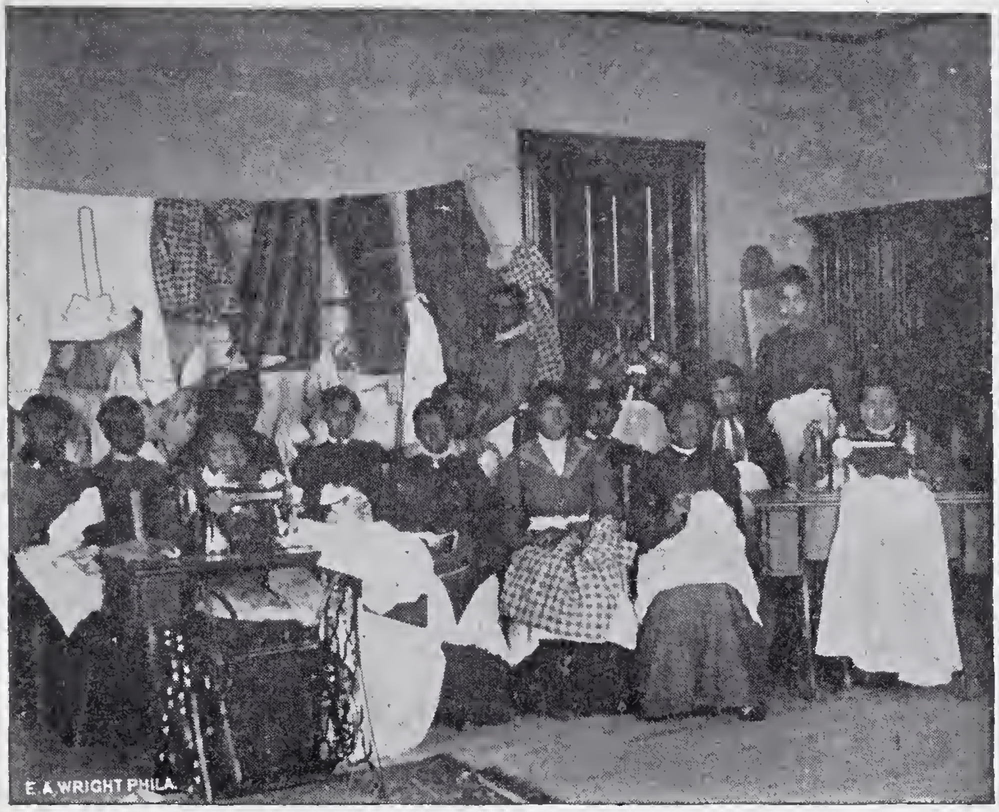
Third Term.—Geometry (Milne); Botany (Wood); Latin, Selections from Virgil.

FOURTH YEAR.

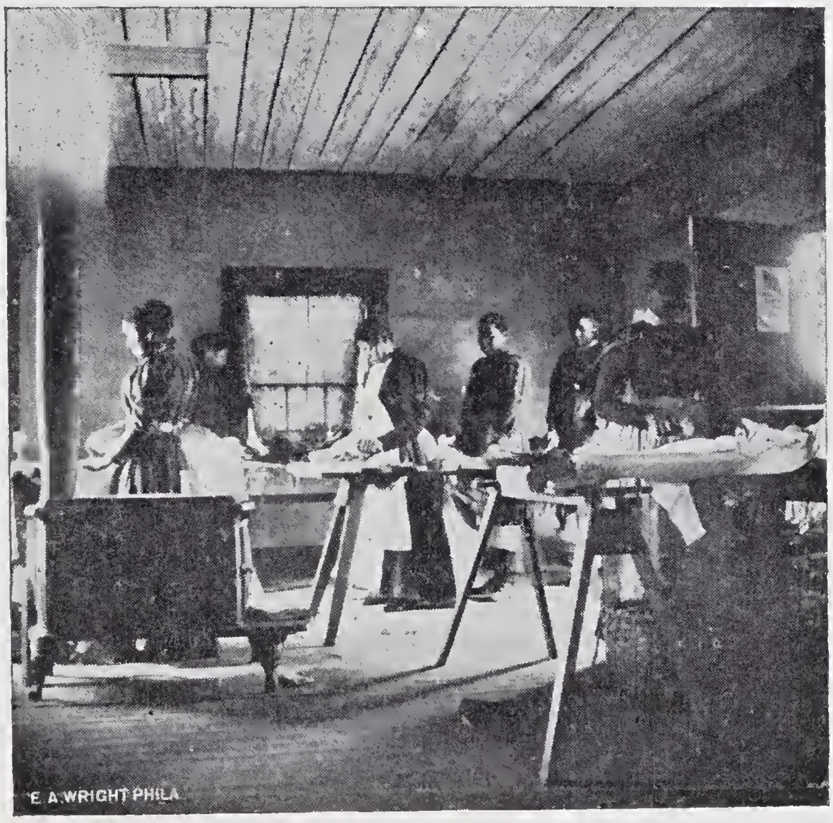
First Term.—Psychology (Halleck); Astronomy (Steele); Geology (Dana).

Second Term.—Psychology (Halleck); Chemistry (Steele) Civil Government (Macy).

Third Term.—Ethics (Haven); History of North Carolina (Moore); Higher Arithmetic, School Management, Review of English Branches, and Practice Teaching.


E. A. WRIGHT PHILA.

CLASS IN SEWING.


E. A. WRIGHT PHILA.

LAUNDERING.

Those who complete the above courses will receive diplomas.

Industrial Work.

Competition in the industrial world is so great that it is almost impossible to expect success without a knowledge of the science and theory of industries, and the hand so trained that it can be efficiently applied to the most difficult work. With this in view, the Industrial Work here, together with the Manual Training, receives the most careful attention.

Course in Agriculture.

Care and Treatment of Live Stock, Raising Products in the Field and Garden, Study of the Soil, Conditions Favorable to Growth of Various Seeds, Manures and Fertilizers, Measure of Lands, Clearing Land, Drainage, Seasons, Bridge and Road Building, the Harvesting of Crops and Care of Same, Care of Farm Horses, Building Fences, Care of Milk and Butter, Use of Separator, Use of Farm Machinery and its Care, Tree Planting and Care of Same, Poultry Raising and Care of Same—in fact, this work is all practical and includes everything a first-class, up-to-date farmer would have to do. A very kind lady in Ohio sends us some very practical literature weekly on all the subjects named above. We shall be glad to have others show their interest in a similar manner.

As the school grows, we expect to have the course above systematized and subdivided and text-books will be brought into use; laboratory class-room work will be required.

BARN.

GATCHEL & MANNING PHILA.

READY FOR WORK.

Course in Sewing.

FIRST YEAR.

First Term.—Practice in holding the needle and thimble, running plain seams and making hems of different widths.

Second Term.—Review work of the first term. Basting, gathering, stroking gathers, overcasting, whipping, sewing on bands, darning, patching, felling and sewing on buttons.

Third Term.—Facing, making button-holes; making eyelets, different kinds of hemming, and ruffling.

SECOND YEAR.

First Term.—Review of first year's work, plain sewing, making drawers, colored shirts, plain shirts, aprons, hemstitching.

Second Term.—Making overalls, plain white shirts, girls' underwear and fancy work.

Third Term.—Taking measurements, cutting white shirts, underwaists and drawers, making the same and sewing on ruffles and all kinds of trimmings.

THIRD YEAR.

First Term.—Review of second year's work; basting, drafting and taking measurements, learning to use patterns.

Second Term.—Basting, hanging and trimming skirts, putting on bindings, braids and belts; pressing.

Third Term.—Cutting, basting, fitting waists and finishing off work neatly. The use of a machine, application of all the above principles. Designing and selection of colors and style best adapted to different individuals.

All through this course there are talks on hygienic dressing. Students above the third grade are required to take this course. If there are those who wish to fit themselves for dressmaking, and who do not want the academic work, they can finish the course in a shorter period.

Those who complete the course are given diplomas.

Course in Manual Training.

First Year.—Students are taught the names and uses of tools, how to put them in order, how to care for them, and also their use in making small articles.

Second Year.—Technical joints, and the principles of carpentry, taught from models selected for their value to this end.

Third Year.—Advanced woodwork and cabinet-making. Each student is required to make a finished article.

IRON WORK.

Fourth Year.—Upsetting, drawing, banding, welding, and common processes of working iron. Steel work, drawing, shaping, punching, making and tempering steel tools.

One hour a day is required of each student through the course. Students who lose time and fail to make all the models, are not promoted to take up the advanced work in any department of the school.

Course in Mechanical Drawing.

Length of course, one year.

This course is given after the course in carpentry and forging have been completed. The drawings are arranged with special reference to giving the student a knowledge of working drawings, fitting him to work intelligently from drawings placed before him, and to cultivate his ability to make working drafts, plans, elevations and sections of models, tools, machines, etc., in the line of the mechanical courses given.

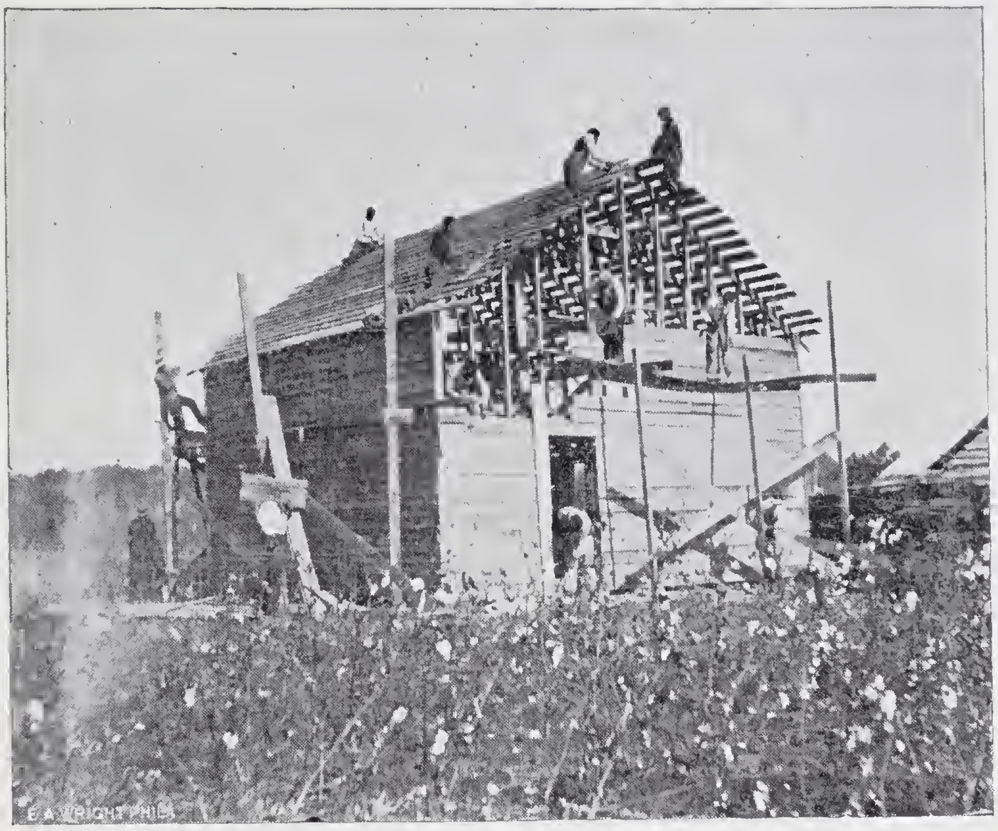
The course is as follows:

1. Spacing and drawing lines.
2. Making joints—
    (a) Between straight lines.
    (b) Between straight and curved lines.
    (c) Between curved lines.
3. Making block and other style of letters.
4. Geometrical problems.
5. Making plans, elevations and sections from copy.
6. Making same from models, using different scales.
7. Getting out bill of material and estimating cost of same.

The wood-working branch is provided with modern work benches, and each bench is fitted up with a carefully-selected set of tools.

The blacksmithing branch is equipped with forges, anvils, also a choice lot of tools. All models are first represented by working drawings made by students.

Students are marked and graded in this as in other courses. All the work, whether in the shop, field, kitchen, laundry or class-room, is planned with reference to its educational value.


E. A. WRIGHT PHILA

PRACTICAL CARPENTRY.

E. A. WRIGHT PHILA

WATER SUPPLY.

Miscellaneous.

Organization.

Joseph Keasbey Brick Agricultural, Industrial and Normal School was organized in 1895 by the American Missionary Association.

The school includes the Agricultural, Industrial, Primary, Intermediate, Grammar, Normal and Music Departments.

Location.

The school is situated on the east side of the Atlantic Coast Line, the principal railway between New York and Florida. It is three miles south of Enfield and twenty-two miles south of Weldon. From a geological point of view, the location is full of interest. The soil is composed of alternate layers of sand, clay and gravel. Below this we find marl in abundance. The section was doubtless washed by the waters of the Atlantic Ocean. Fossils of submarine animals may also be found. Huge bowlders are left here and there to remind us that some powerful force has been at work. Vegetation is luxuriant. Almost every tree and plant found in this zone may be found here.

Historically considered, no section of the State has more interest than the three counties, Edgecombe, Nash and Halifax, which join our school farm. It was the seat of the aristocracy of the State. The community is proud of its sires and their deeds.

The climate is mild, the water is excellent, and all the surroundings are healthful and good. Fishing Creek, which is a navigable stream, affords an excellent opportunity to students and teachers alike who have the time and taste for fishing. It winds around our farm for nearly two miles. Students who are seeking a quiet retreat for study can find no better location in the State than the Brick School. The only annoyance being the bray of some animal, the crow of a cock, the noise of the geese, the jingle of the class gongs, school and farm bells, and occasionally the whistle of the trains passing. Soon the student becomes so absorbed in his work that nothing annoys him except the question of meeting his bills at the beginning of the month.

Aim.

The aim of the school is to teach young people to respect themselves and to respect others; to form true ideas and correct habits of life; to give them that mental discipline which, when combined with the industrial, will fit them to fill, with honor and proficiency, the practical and responsible places in the homes and in the various communities where they may live. There was a time when the Negro did practically no thinking for himself. Some one else did it for him. He had only to do what he was told to do. To-day it is different. The Negro is thrown upon his own responsibility. He is valuable to himself and to others only according to the amount of *thought* put into his work and life. Here the academic work in the class-room, the manual training work in the shop and other forms of industrial work are planned according to their adaptability to develop that thought.

Careful attention is given to the moral training, also, of those who attend the school. The school discourages the use of liquors in every form except for medical purposes, prescribed by a reputable physician. We believe that the evil characteristics so often attributed to the Negro are due to environments and early habits; when these environments and habits are changed, as we are trying to change them here, the evil characteristics will be removed.

The school is not sectarian, but the Bible is in daily use, and its teachings made the guide and controlling spirit of the work.

Advantages.

The school owns a farm of 1,129 acres of the best land in this section of the State. The buildings and campus are located in the western part of the farm, from which the view of the entire farm is most beautiful. Fields which, six years ago, were waste places, are to-day changed into beautiful walks, drive-ways and lawns.

The teachers are graduates from some of the best schools in the country, among which we mention the A. and M. College of North Carolina, Avery Institute of Charleston, S. C.; Atlanta University, Atlanta, Ga.; Talladega College, Talladega, Alabama; Fisk University, Nashville, Tenn., and Oberlin College, Oberlin, Ohio. They have been chosen for their special fitness for this particular field.

Recitation Hall, two and a half stories high, with large, well-furnished class-rooms, school office and an assembly room, furnishes accommodation for nearly five hundred people.

The girls' dormitory, Benedict Hall, furnishes accommodation for about seventy-five girls. It contains an assembly room for young ladies, a teachers' sitting-room, and the school dining-room. It has a hot and cold water system, with bath-tubs and lavatories. It is heated with hot air. The drainage and sanitation of the building is about perfect. The building is three stories high, with large and easily ventilated rooms. This hall has four entrances, two to the third story, front and rear, a very necessary precaution in case of fire. The main halls are provided with fire-hose, reels and buckets.

The boys' dormitory, Brewster Hall, is three stories high. It is the largest of all the buildings now on the campus. It is 94 feet long and 37 feet wide. It has 36 sleeping-rooms, two bath-rooms, with three bath-tubs and lavatories, a study-room and two linen-rooms. The building is heated with hot air, and is furnished with hot and cold water. The rooms are large and airy, ventilation and drainage good. The halls are also provided against fire.

The Manual Training Shop stands near Recitation Hall. It has four large rooms. Two on the first floor to accommodate the department of wood work, two on the second floor for light machinery and the Department of Mechanical Drawing. These rooms are well furnished for the work that is done in them.

Standing near Benedict Hall is the laundry in which the girls do their washing. Before another school year we are hoping to replace this building with one that is modern and that comes nearer meeting the growing needs of the school.

The Principal's Home stands just east of Brewster Hall, where it commands a view of all the other buildings. It is a two-story cottage, with three bed-rooms, kitchen, dining-room, sitting-room, parlor and bathroom, a cement cellar for storing vegetables, and an attic.

North of Brewster Hall are two more cottages, occupied by families and students.

Still further north is the cellar and store-house. This building is 50 feet long and 80 feet wide. The basement is 9 feet high, with cement floor. Here the farm produce is stored. The rooms above the cellar are used for farm tools and small grain. In close proximity stands the corn-crib.

Just north of the cellar and store-house is the barn. This is 112 feet long and 60 feet wide. It contains box-stalls, feed-rooms, harness-rooms, and the farm manager's office. It has divisions for cows, wagons and work animals. Everything about the barn is modern, and the methods of sanitation most improved.

West of the Manual Training Shop is located a tank and an æromotor wind-mill, which supplies all the buildings, the campus and garden with excellent water. Aside from this, each building is supplied with water which is gotten by boring 15 or 20 feet into the earth, and pipes are put into these holes and the water is pumped up clear, beautiful, cool and free from contamination with surface dust. The pipes from the wind-mill are all so connected with the force-pump pipes in the various buildings that if the mill or pumps get out of repair, we may always get water. It seldom happens that both get out of repair at the same time.

A prominent physician of Enfield says that since the beginning of our work here there has been less sickness, attributable to local causes, on the place than in any community in this section. We attribute the healthfulness of the place to the following causes: The good water, the pine woods about us, the cleanliness of our yards and buildings, and to the fact that we allow no accumulations to gather in the ditches. The ditches are kept open and the swamps are kept cleared, so that the sun can reach the earth.

Between Recitation Hall and the Manual Training Shop is located the beautiful chapel. This building will seat about a thousand people. It is finished in the best style. It has a large auditorium, a balcony, and five rooms in which instrumental music will be taught. These rooms have sliding and folding doors, so that when it is necessary to seat a large crowd, they can be thrown into the main auditorium. It is nicely furnished.

North of the chapel is the beginning of another building for boys. It is the exact reproduction of Brewster Hall, with the exception that it is a little larger. It will contain the school library, until some generous hand gives us a library building. It will also have a couple of offices in it.

Not far away, but still on our school farm, are seven thrifty families in our little cottages, educating their children in our school and working the soil for their bread. What an inspiration! They and we are solving the problem. If any one doubts it, let him come here and see.

This school, with farm, buildings and equipment, is a beautiful memorial to a beautiful life. Our friend, Mrs. Brick, thought nothing too good for the training of boys and girls to Christian manhood and womanhood. These advantages are all for you. Will you take them?

E. A. WRIGHT PHILA.

CLEARING LAND.

E. A. WRIGHT PHILA.

PLOWING.

Membership.

For membership in this school, all applicants must have a good moral standing. Those from abroad should bring letters of satisfactory recommendation.

Day students and boarders are under the same general regulations of the school.

All students should be present at the beginning of the school year, and remain the entire school session, if possible.

For a student to retain his place in his class all lessons lost for any reason must be made up. Those who do not make up lost lessons will not be allowed to take the Term Examinations, and hence will not be promoted.

Students absenting themselves from examinations will be required to take such examinations before being promoted, and a charge of 25 cents will be made for the same.

Students from abroad are advised not to travel on the Sabbath. Those who intend to leave school during the session, should notify the Principal.

Students are required to attend the industrial classes with the same regularity as they do their other classes. They must provide their own books.

Firearms, snuff, tobacco, intoxicants, and profanity will not be allowed on the grounds nor tolerated in any way.

Students are not expected to leave the school grounds without an excuse from the Principal.

E. A. WRIGHT PHILA.

HARVESTING HAY.

A.H.B
E. A. WRIGHT PHILA.

SMALL HERD.

Religious.

Religious services are made a special feature of the work through the year. Special occasions for prayer are observed.

Those who have been especially invited to preach for us during the year are: Rev. R. B. Johns, Dudley, N. C.; Rev. F. M. Davis, Wilson, N. C.; Rev. B. S. Ryland, Gumberry, N. C.; Rev. S. N. Brown, Washington, D. C.; Rev. Yorke Jones, Biddle University, Charlotte, N. C., and Rev. J. H. M. Pollard, Archdeacon of North Carolina, Raleigh, N. C.

Lectures have been given by Prof. S. G. Atkins, President of Slater Normal and Industrial School, Winston-Salem, N. C.; Miss M. C. Lynch, President of Women's Christian Temperance Union of North Carolina, Livingstone College, Salisbury, N. C.; Rev. L. T. Christmas, Raleigh, N. C.; Mr. O. R. Brown, on "Life in the West"; Miss K. C. Dowdell, on "Boston and Its Historic Surroundings"; Mr. I. Martin, "The National Educational Association, Niagara Falls, and the Pan-American Exposition," and Miss J. A. Sadgwar, "Annual Meeting of the American Missionary Association and Chicago."

The Societies.

The Young Men's Christian Association is conducted entirely by the young men of the school. They have their meeting every Sunday afternoon, and their various committees have done very much to help the people in the surrounding communities.

The Y. P. S. C. E. is conducted by the young ladies of the school. They have their services every Sunday afternoon.

There are three King's Daughters' circles, which are conducted by the lady teachers. They meet at a convenient hour during the week.

Recently there has been organized a Young Woman's Christian Temperance Union.

The Christian spirit of the entire school is very much strengthened by these organizations.

Sunday School and Sunday evening prayer-meetings are maintained through the school year. The day teachers teach the Sunday School classes, and the gentlemen teachers take their turn in leading the Sunday evening prayer-meetings.

All the students are required to attend the Sunday School and the Sunday evening meetings, unless they are excused by the Matron.

Those who are not in the boarding department are encouraged to attend similar services at their own churches.

Rules.

Few rules need be given, except such as should govern every well-ordered home. None will be given that may not be embraced in the Golden Rule: "Do unto others as you would that others should do unto you."

It is expected that these rules include:

1. Neatness of person and dress.
2. Purity of word and of behavior.
3. Cleanliness of desks, books and rooms.
4. Students defacing the walls or furniture of any of the buildings, dormitories, shops, or barn, either with knives, nails, pencils or crayon, are liable to suspension.
5. Courteous bearing to teachers and fellow-pupils.

6. Punctuality in every duty.
7. Earnest devotion to school work.
8. Quietness in all movements.
9. Respect for the rights of others in all things.
10. Obedience to the laws of love and duty.

Those who enter the school are expected to accept these regulations and abide by them at once. Those who can not abide by them will not be retained in the school, and they may be suspended or dismissed, as the Principal and teachers think best.

Dress.

At the commencement exercises, all the young ladies are required to wear plain white dresses, with a ribbon belt.

On Sunday, all the young ladies are required to wear a uniform suit of navy blue, trimmed with narrow white braid, and plain sailor hats without feathers. They are expected to wear these uniform suits on all public occasions. Any one bringing fine dresses and fine hats from home will not be allowed to wear them while in school. It would be well for all students to provide themselves with rubber overshoes and rubber cloaks and coats for rainy weather. It is a fact that most of the sickness we have had in our school has been on account of the need of comfortable clothes to keep the body warm.

Literary Society.

The students have a Literary Society which meets once every two weeks. At each meeting a programme is rendered, consisting of debates, orations, essays, readings, etc.

Expenses.

Tuition in the Primary Grades, per month......	$0.50
Tuition in the Intermediate Grades, per month,	.50
Tuition in the Grammar Grades, per month....	.50
Tuition in the Normal Grades, per month......	.50
Tuition in Instrumental Music, 8 lessons, per month	2.00
Tuition and board, including furnished room, heat, light and washing, per calendar month, payable on the day of entry	8.00
Extra examinations, each	.25
No reduction will be made for absence from school for less than two consecutive weeks.	
In the Primary and Intermediate Grades, books will cost about	2.50
In the Grammar Grades books will cost about ...	4.00
In the Normal Department books will cost about	5.00
Medical fee, which insures the attention of a physician in case of sickness, but does not include medicines and drugs	1.00

Students who are admitted to the boarding department and day school on the condition of paying a part of their bills in work, are expected to give satisfaction in their work. If they do not give satisfaction in their work, bills will be sent to their parents or guardian for an amount to cover cost of all expenses.

Students who leave school during the session without an excuse from the Principal and a statement of their financial standing from the school Treasurer, will be considered dishonorably dismissed.

General Information.

Books will not be sold on credit. The medical fee of one dollar must be paid when the student registers at the Treasurer's office. All bills are payable strictly in advance. When parents and students receive statements of their accounts, they should comply with the regulations and make remittances at once.

Remittances in payment of bills should be made by post-office money orders, bank draft, registered letter, or by express.

Money orders and drafts should be made payable to T. S. Inborden, Principal, or Isadore Martin, Treasurer.

All books used in the school may be obtained at the Treasurer's office.

All students in the boarding department are expected to work one hour each day without remuneration, except the general privileges of the school.

Students and trunks will be taken to and from the train at Enfield the day before the opening and day after the closing of each term. The charge for this service is 25 cents. Baggage without student, or student without baggage, will cost 15 cents.

Students wishing letters of honorable dismission from the school should settle all bills before asking for such letters.

Students who wish to join the work department of the school are requested to read carefully what is below under "Special Opportunities," and then write to the Principal or Treasurer, stating whether they can comply with those regulations.

Special Opportunities.

The school owns a farm of 1,129 acres. Ten or fifteen young men, by working on this farm, receive all the privileges of the boarding department, including furnished room, heat, light and washing, the advantages of the Night School, and the opportunity of earning from eight to ten dollars per month, to be placed to their credit account in the institution, and applied to their board account when they enter the day school.

Work students are required to stay in the work department one year from the time of entrance. Such students must be over 16 years old, healthy, and able to do farm work. They should come prepared to buy their books. Work students who do not abide by the regulations, and who do not give satisfaction in their work, will not be retained in the school, and on being sent away, forfeit their right to their earnings. What they earn is not transferable, but must be used to pay their board bills while they are in school. No fixed sum is guaranteed to students for their labor. Their work is valued according to the kind done and the spirit with which it is done.

All work is instructive and methodical, and under the supervision of experienced teachers.

To Parents.

Parents are invited to visit the school from time to time and note the progress of their children. They should unite with the teachers in enforcing prompt and regular attendance; in maintaining good order and discipline in the home, class-rooms and on the public highways. They should see that their children give a reasonable part of their time to the preparation of their lessons while at home, and under good conditions. They need quietness, a table and a light.

When little troubles happen among children, as they often do, they should not be left to them to fight out on the roads, but parents should settle them in an amicable way.

. Children can not progress in their studies when they are in all sorts of society, on the streets and elsewhere, at all hours of the night. They can not be advanced with their grades when they lose a third or half of the school year. They can not afford to lose a single day.

When you send money to the school always require your children to bring receipts, and you keep these receipts; in doing so you keep up with your business. Never allow your account to run behind. It is easier to pay a small bill than a large one. When you can't possibly meet your obligations, don't send any word by the children, but come yourself and make such arrangements with the school Treasurer as will give satisfaction.

Don't keep your children out of school because you can't dress them as well as Mr. A. They can be clean and neat without finery. Brain does not always accompany fine clothes.

If you want your children usefully educated, a few things are absolutely necessary on your part—an early start, a sacrifice, and a will.

Views.

The views given in the preceding pages are actual representations of the work as it is carried on day by day throughout the school year. The views were made by our own photographers here on the grounds. They may be ever so good, yet it is impossible to put into a photograph or steel engraving the natural tints and colorings of nature, especially when it is assisted by efficient labor. If anything, the views fail to do justice to the work that is in operation. Our friends will have to come and see for themselves.

For further information, write to

T. S. INBORDEN, *Principal,* or
ISADORE MARTIN, *Treasurer.*

POULTRY YARD

BREWSTER HALL.

GATCHEL & MANNING PHILA

JOSEPH KEASBEY BRICK AGRICULTURAL, INDUSTRIAL AND NORMAL SCHOOL

1902-1903

ENFIELD, ❧ NORTH CAROLINA

NCC

CATALOGUE

OF THE

TEACHERS AND STUDENTS

OF

JOSEPH KEASBEY BRICK AGRICULTURAL, INDUSTRIAL AND NORMAL SCHOOL,

ENFIELD, N. C.

WITH

STATEMENT OF COURSES OF STUDY,
EXPENSES AND GENERAL INFORMATION.

FOR THE

SCHOOL YEAR 1902-1903.

E. A. WRIGHT PHILA.

BENEDICT HALL.

BREWSTER HALL.

Calendar, 1903-1904.

1903.

May 1, Friday—Founder's Day: Address by Dr. G. B. Howard, Pastor Gilford Baptist Church, Petersburg, Va.

May 24, Sunday—Annual Sermon: Rev. R. B. Johns, Dudley, N. C.

May 25, 26, 27—Final Examinations.

May 25, Monday—Anniversary of the Societies, at 7:30 p. m. Address: Prof. Ch. H. Boyer, Raleigh, N. C.

May 26, Tuesday—Exhibition of the Primary and Intermediate Grades, at 7:30 p. m.

May 27, Wednesday—Exhibition of the Grammar Grades, at 7:30 p. m.

May 28, Thursday—Anniversary Exercises of the Normay Department, and Annual Address, at 10 a. m., by Prin. T. S. Inborden.

May 28, Thursday—Anniversary Exercises of the Musical Department, at 2:30 p. m.

September 28—Monday—Fall Term begins.

November 26, Thursday—Thanksgiving Day.

December 22, 23, 24—Examinations.

December 24, Noon—Fall Term ends.

1904.

January 4, Monday—Winter Term begins.

February 12, Friday—Lincoln's Birthday; Holiday in the afternoon.

February 22, Monday—Washington's Birthday.

March 15, 16, 17—Examinations.

March 18, Friday, at Noon—Winter Term ends.

March 21, Monday—Spring Term begins.

May 1, Sunday—Founder's Day.

May 19, Friday—Anniversary of the Societies, at 7:30 p. m.

May 22, Sunday—Annual Sermon.

May 20, 23, 24—Final Examinations.

May 23, Monday—Exhibition of the Primary and Intermediate Grades, at 7:30 p. m.

May 24, Tuesday—Exhibition of the Grammar Grades, at 7:30 p. m.

May 25, Wednesday—Exercises of the Graduating Class and Annual Address, at 10 a. m.

May 25, Wednesday, at 2:30 p. m.—Anniversary of the Musical Department.

THE SCHOOL IS UNDER THE CARE AND
SUPERVISION OF THE

American Missionary Association,

CONGREGATIONAL ROOMS,

Fourth Avenue and Twenty-Second Street, New York, N. Y.

CORRESPONDING SECRETARIES:

Rev. A. F. BEARD, D. D., Rev. F. P. WOODBURY, D. D.,
REV. C. J. RYDER, D. D.

TREASURER:

H. W. HUBBARD, Esq.

DISTRICT SECRETARIES:

Rev. GEORGE H. GUTTERSON, Congregational House, Boston, Mass.
Rev. JOSEPH E. ROY, D. D., 153 LaSalle Street, Chicago, Ill.

SECRETARY OF WOMAN'S BUREAU:

Miss D. E. EMERSON, New York Office.

FIELD MISSIONARY:

Rev. GEORGE W. MOORE, 926 North Addison Avenue, Nashville, Tenn.

MRS. JULIA ELMA BREWSTER RBICK.

This school was organized by the American Missionary Association in 1895, and is now under its direct supervision. Its organization and support is due to the philanthropic spirit of the late Mrs. Julia Elma Brewster Brick, of Brooklyn, New York. The beautiful farm of 1,129 acres, the buildings and views shown in the catalogue, are the fruits and outgrowth of wise and economic savings on her part.

The eight years' history of the school is inseparable from the history of this same period of Mrs. Brick's life, whose beautiful philanthropies and Christian spirit have given inspiration to every detail of its work. We know of no words more fitting her life than those of Dr. A. F. Beard, Secretary of the American Missionary Association, who accompanied her and her niece, Miss Lydia Benedict, every year in their annual visits to the school, when he said: "Blessed with a fortune, she has been twice blessed in its bestowment and administration. It has been my privilege to meet many noble and many able people, and to know also something of their generous benefactions; but never have I found one who grew happier in the experience of transmuting money into character, and in the thought that the influence of Christian love could be sent down the avenues of time after earthly life should cease. In her last letter she writes: 'You have been such a friend to me and my cause.' Yes, it had become her 'cause,' and the joy of her life. She followed God's gracious leading. She heard the Master's voice and knew that it was His."

In referring to the School, he further says: "Its past is full of pleasant memories, and its future is full of hope.

The Christian woman who thus made possibilities become splendid realities, and realities the forerunners of still greater possibilities, was indeed 'A good steward of the manifold grace of God.' "

Faculty.

T. S. INBORDEN, M. A., *Principal,*
Instructor in Botany, Agriculture, Physics and Physical Geography.

ISADORE MARTIN,
Treasurer and Instructor in Geometry and Book-keeping.

MRS. S. J. E. INBORDEN, B. L.,
Instructor in the Normal Department.

MISS J. N. KEEBLE,
Instructor in Eighth Grade and Algebra, Preceptress of Benedict Hall.

MISS C. B. LATTIMORE,
Sixth and Seventh Grades.

MISS K. C. DOWDELL, A. B.,
Fourth and Fifth Grades, Matron of Beard Hall.

MISS J. A. SADGWAR,
First, Second and Third Grades.

MISS M. L. DAVIS,
Assistant in the Primary Grades.

MR. A. H. BROWN, M. A.,
Instructor in Manual Training and Music.

MR. E. L. FALKENER, B. Agr.,
Superintendent of Farm.

MR. E. F. COLSON, B. Agr.,
In Charge of Dairy, Poultry and Garden.

MRS. A. L. DAVIS,
Instructor in Sewing, Matron of Brewster Hall.

MRS. E. C. DOWDELL,
Matron of Benedict Hall.

REV. R. B. JOHNS,
Minister, in Charge of Night School.

RECITATION HALL.

GATCHEL & MANNING PHILA.

INGRAHAM CHAPEL.

Students.

Primary Department.

GRADE ONE.

NAME.	POST OFFICE.
Arrington, Louise	Enfield, Halifax County.
Bustin, Lillian	Enfield, Halifax County.
Davis, Curtis	Enfield, Halifax County.
Houser, John	Enfield, Halifax County.
Howington, Mary	Enfield, Halifax County.
Inborden, Dorothy	Enfield, Halifax County.
Lewis, Parthenia	Weldon, Halifax County.
Lyons, Dred	Enfield, Halifax County.
Speight, Linwood	Whitakers, Nash County.
Whitaker, Bessie	Enfield, Halifax County.
Whitaker, Charlotte	Enfield, Halifax County.
Whitaker, Charles	Enfield, Halifax County.

GRADE TWO.

Armstrong, Lillian	Enfield, Halifax County.
Arrington, David	Enfield, Halifax County.
Battle, Jesse (b)	Rocky Mount, Nash County.
Bryant, Lucy	Whitakers, Nash County.
Bullock, Amos (b)	Wilson, Wilson County.
Bullock, Lula	Enfield, Halifax County.
Coleman, Katie	Enfield, Halifax County.
Daniels, Charles (b)	Weldon, Halifax County.
Davis, Bessie	Enfield, Halifax County.
Ellis, John (b)	Crowel's, Halifax County.
Gunter, Lula	Enfield, Halifax County.
Harris, Samuel	Enfield, Halifax County.
Hill, Nettie	Whitakers, Edgecombe County.
Jones, Maggie	Enfield, Halifax County.
Jones, Ransom (b)	LaGrange, Lenoir County.
Lyons, Cornelia	Enfield, Halifax County.
Lyons, Lucy	Enfield, Halifax County.
Lyons, Major	Enfield, Halifax County
Lyons, Joseph	Enfield, Halifax County.
Peterson, Thomas	Whitakers, Nash County.
Pitman, Estella	Spring Hill, Halifax County.

NAME.	POST OFFICE.
Sanderlin, Walter (b)	Weldon, Halifax County.
Sloan, Gracie (b)	Manchester, Virginia.
Taylor, Frank	Whitakers, Nash County.
Taylor, John	Whitakers, Nash County.
Whitaker, General	Enfield, Halifax County
Whitehead, Emma	Enfield, Halifax County.
Williams, Anna	Whitakers, Nash County.
Williams, David	Whitakers, Nash County.
Williams, Ella	Enfield, Halifax County.
Williams, Norman (b)	Ringwood, Halifax County.
Williams, Mary	Whitakers, Nash County.

GRADE THREE.

Alston, Thomas (b)	Wilson, Wilson County.
Armstrong, Cagie	Enfield, Halifax County.
Arrington, Cora	Enfield, Halifax County.
Arrington, Isaac	Enfield, Halifax County.
Arrington, Isham (b)	Enfield, Halifax County.
Arrington, Lula	Enfield, Halifax County.
Barnes, Armenia (b)	Wilson, Wilson County.
Battle, Emma (b)	Washington, D. C.
Battle, Melissa (b)	Rocky Mount, Nash County.
Bradley, Julia (b)	Enfield, Halifax County.
Bullock, Joseph	Enfield, Halifax County.
Bullock, Tempsy	Wilson, Wilson County.
Carlisle, Atmus	Whitakers, Nash County.
Carlisle, James	Whitakers, Nash County.
Draughan, Marietta (b)	Epworth, Edgecombe County.
Foster, Moses (b)	Creedmore, Granville County.
Garrett, Lucy	Whitakers, Nash County.
Garrett, Lufinny	Whitakers, Nash County.
Gunter, Bessie	Enfield, Halifax County.
Hall, Lillian (b)	Nicholson, Alamance County.
Harrison, Louis	Whitakers, Nash County.
Hayes, Robert (b)	Washington, D. C.
Houston, Georgia (b)	Charlotte, Mecklenburg County.
Inborden, Julia	Enfield, Halifax County.
Jones, William (b)	Enfield, Halifax County.
Joyner, Lola (b)	Rocky Mount, Nash County.
Lawrence, Cary (b)	Spring Hill, Halifax County.
Lewis, Mamie (b)	Rocky Mount, Edgecombe County.

PRINCIPAL'S HOME.

BEARD HALL.

NAME.	POST OFFICE.
Lofton, Gideon (b)	Seven Springs, Wayne County.
Lucas, Mamie (b)	Rocky Mount, Nash County.
Moore, Fenner (b)	Wilson, Wilson County.
Moseley, Madie (b)	LaGrange, Lenoir County.
Peebles, Gulia (b)	Jackson, Northampton County.
Pittman, Hattie (b)	Nick, Nash County.
Pittman, Lewis (b)	Heathsville, Halifax County.
Robbins, Martha (b)	Wilson, Wilson County.
Scarborough, Mary (b)	Wilson, Wilson County.
Scott, Carrie (b)	Charlotte, Mecklenburg County.
Sloan, Lula	Enfield, Halifax County.
Speight, Clyde	Whitakers, Nash County.
Smith, Weldon (b)	Spring Hill, Halifax County
Taylor, Mattie (b)	Alexandria, Virginia.
Terry, Harrison	Enfield, Halifax County.
Thomas, Anna (b)	Parmele, Martin County.
Washington, Mary (b)	Goldsboro, Wayne County.
Whitaker, John	Enfield, Halifax County.
Williams, Maggie	Whitakers, Nash County.
Wiggin, Dunie	Enfield, Halifax County.
Young, Mary	Whitakers, Nash County.

Intermediate Department.

GRADE FOUR.

Arrington, Martha	Enfield, Halifax County.
Battle, Mary (b)	Washington, D. C.
Best, Annie (b)	Wilson, Wilson County.
Cofield, Undean	Enfield, Halifax County.
Cox, Irene (b)	Dudley, Wayne County.
Dixon, Memory	Whitakers, Nash County.
Earles, John (b)	Shelby, Cleveland County.
Fields, Jesse (b)	Bethel, Pitt County.
Hill, Noah (b)	Rocky Mount, Edgecombe County.
Hogans, Christopher (b)	Edenton, Perquimans County.
Jones, Charlie (b)	Battleboro, Edgecombe County.
Jones, Mary (b)	Wilson, Wilson County.
Johnson, Mary (b)	Norfolk, Va.
Lawrence, Rebecca (b)	Spring Hill, Halifax County.
Lewis, Bessie	Enfield, Halifax County.
Lofton, Robert (b)	Wilmington, New Hanover County.

NAME.	POST OFFICE.
Lowe, Pennie	Enfield, Halifax County.
Lynch, Cornelius (b)	Conoho, Martin County.
Mayo, Thomas (b)	Hillsboro, Orange County.
Pitts, Lucinda (b)	Newberry, South Carolina.
Smith, Turner (b)	Rocky Mount, Edgecombe County.
Saunders, John (b)	Selma, Johnston County.
Taylor, James (b)	Scotland Neck, Halifax County.
Taylor, William (b)	Scotland Neck, Halifax County.
Wallace, Charles (b)	Weldon, Halifax County.
Whitaker, Nannie	Enfield, Halifax County.

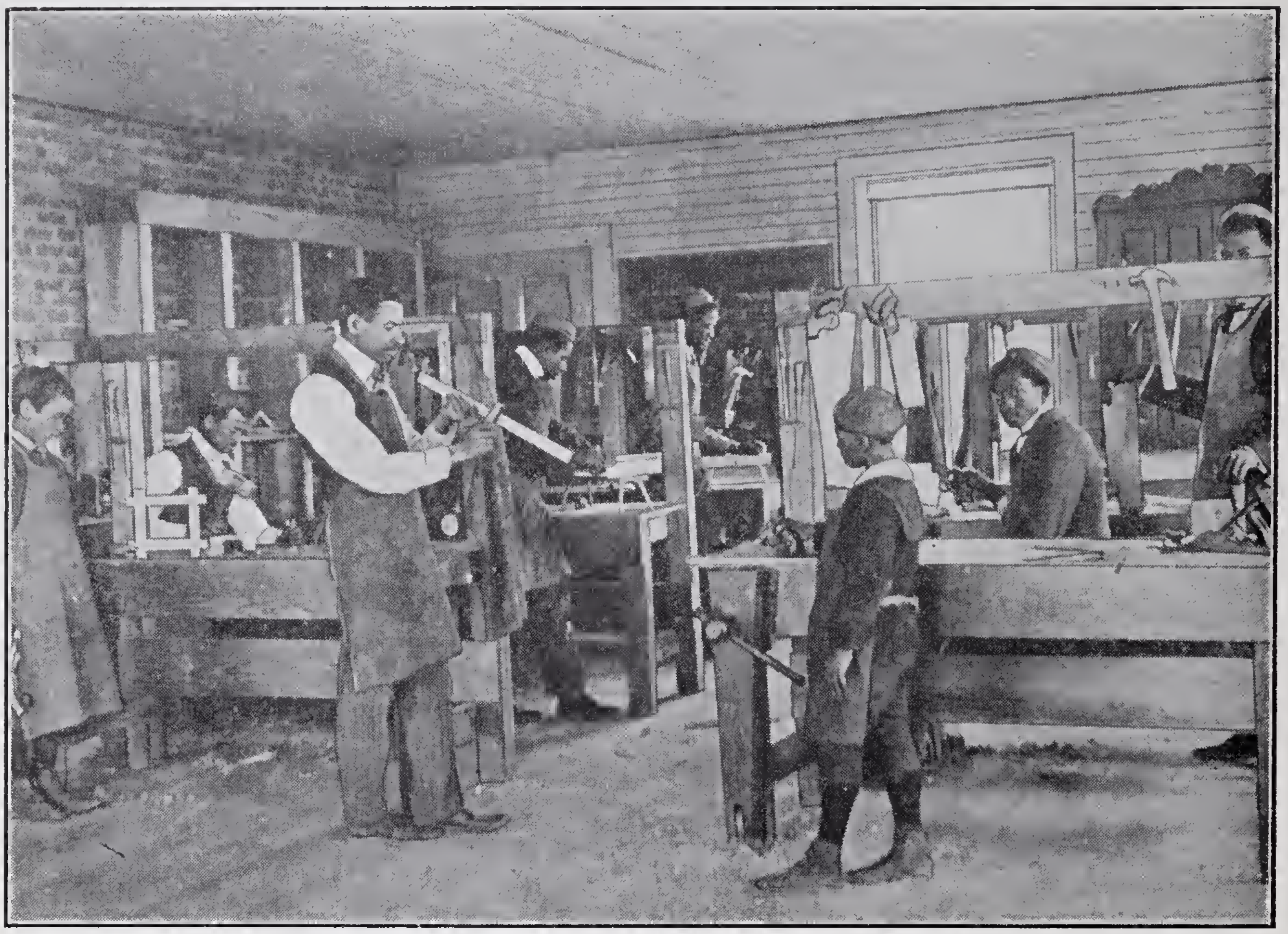
Grade Five.

Adams, Susie (b)	Weldon, Halifax County.
Arrington, Daisy	Enfield, Halifax County.
Dozier, Mamie (b)	Portsmouth, Va.
Goode, Edward (b)	Jackson, Northampton County.
Harrison, Joseph	Whitakers, Nash County.
Henderson, Benjamin (b)	Rocky Mount, Edgecombe County.
Hill, Lafayette	Enfield, Halifax County.
Hill, William (b)	Rocky Mount, Edgecombe County.
High, Addie (b)	Wakefield, Wake County.
Hilliard, Lucy (b)	Whitakers, Nash County.
Hall, William (b)	Nicholson, Alamance County.
Hunter, Estella (b)	Rocky Mount, Nash County.
Hunter, Fannie	Whitakers, Nash County.
Hunter, Mt. Olive	Enfield, Halifax County.
Hymen, Zachariah (b)	Conoho, Martin County.
Johns, Lois	Dudley, Wayne County.
King, Gwendolyn (b)	Enfield, Halifax County.
Maclin, Lillie (b)	Rocky Mount, Nash County.
Phillips, Fred	Whitakers, Nash County.
Young, Solomon (b)	Weldon, Halifax County.

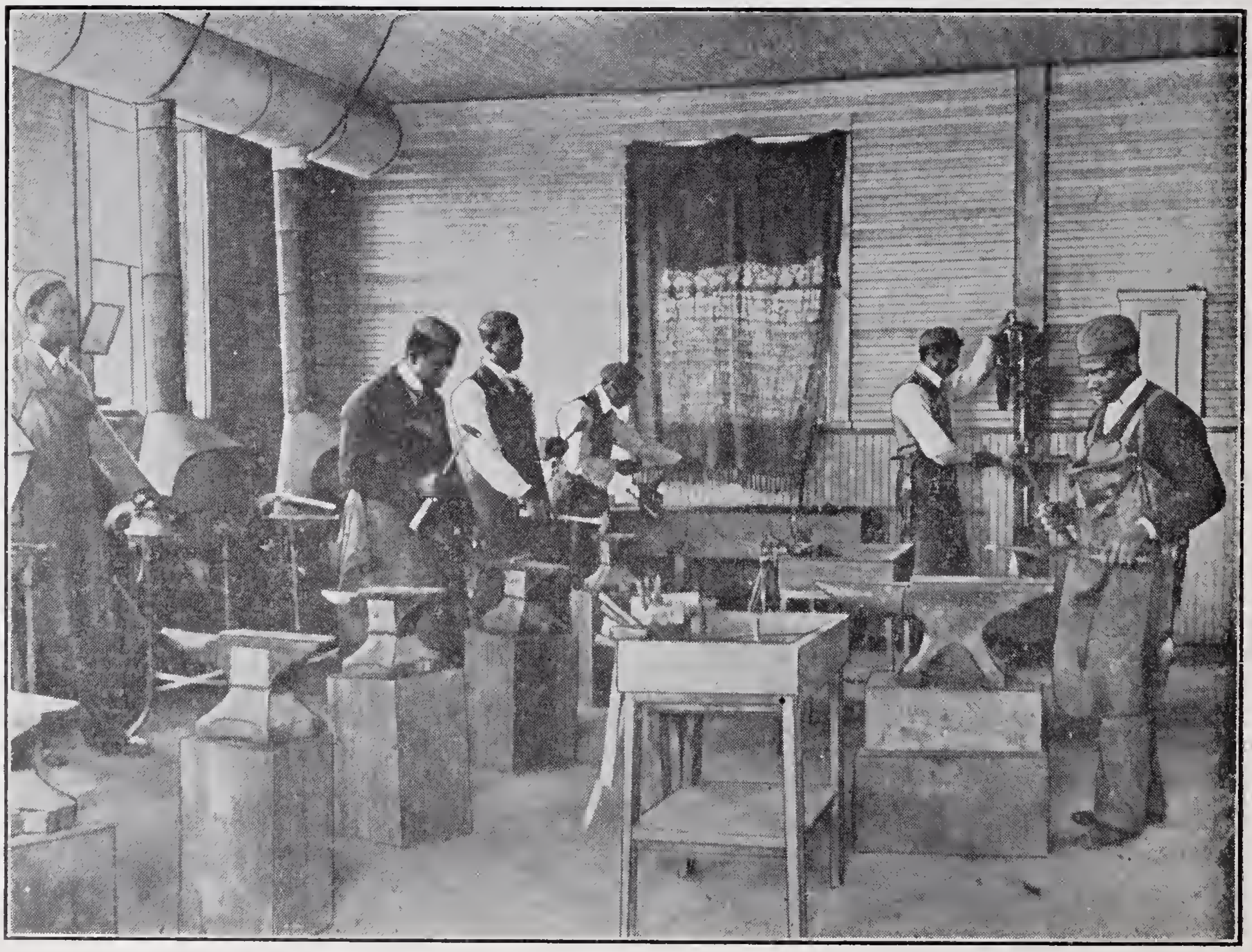
Grammar Department.

Grade Six.

Arrington, Bascom	Enfield, Halifax County.
Arrington, Carrie	Enfield, Halifax County.
Baskerville, Lyda (b)	Tarboro, Edgecombe County.
Battle, Ida (b)	Washington, D. C.
Bullock, Benjamin F.	Enfield, Halifax County.



WOOD-WORK DEPARTMENT.



FORGING DEPARTMENT.

NAME.	POST OFFICE.
Cook, Samanna (b)	Rocky Mount, Nash County.
Dozier, Isaiah	Glenview, Halifax County.
Exum, William (b)	Epworth, Edgecombe County.
Garrett, Mingo (b)	Whitakers, Nash County.
Jacobs, Estella (b)	Dudley, Wayne County.
Long, Hilliard (b)	Hillsboro, Orange County.
Moseley, Albert (b)	LaGrange, Lenoir County.
Parker, Emmitt (b)	Magruder, Virginia.
Powell, Benjamin (b)	Enfield, Halifax County.
Rofe, Mattie (b)	Crowell's, Halifax County.
Scott, John H. (b)	Hampton, Virginia.
Simmons, Maggie (b)	Dudley, Wayne County.
Summerell, Lillian (b)	Jackson, Northampton County.
Taylor, Charlie (b)	Enfield, Halifax County.
Tillery, Lucy (b)	Enfield, Halifax County.

GRADE SEVEN.

Abbott, Lewis (b)	Asheville, Buncombe County.
Arrington, Silas	Enfield, Halifax County.
Boone, Julia (b)	Seaboard, Northampton County.
Brown, Annie	Halifax, Halifax County.
Bunn, Isaac	Enfield, Halifax County.
Carlisle, Joseph	Whitakers, Nash County.
Carlisle, Lizzie	Whitakers, Nash County.
Coats, Gertrude (b)	Seaboard, Northampton County.
Cofield, Anna V.	Enfield, Halifax County.
Croom, James (b)	LaGrange, Lenoir County.
Dixon, L. Etta (b)	Scotland Neck, Halifax County.
Hamlin, Penelope B. (b)	Seaboard, Northampton County.
Hicks, Essex (b)	Glenview, Halifax County.
Reid, Ella (b)	Suffolk, Va.
Rhodes, Annie J. (b)	Williamston, Martin County.
Tillery, Major (b)	Enfield, Halifax County.

GRADE EIGHT.

Bullock, George	Enfield, Halifax County.
Bullock, Martha	Enfield, Halifax County.
Faison, Samuel (b)	Dudley, Wayne County.
Hill, Martha	Enfield, Halifax County.
Johns, Paul	Dudley, Wayne County.
Johnson, Theresa (b)	Alexandria, Virginia.

MANUAL TRAINING SHOP.

GATCHEL & MANNING PHILA.

NAME.	POST OFFICE.
Jones, James Smith (b)	Weldon, Halifax County.
Lyons, Mattie (b)	Epworth, Edgecombe County.
Peoples, Hattie (b)	Charlotte, Mecklenburg County.
Ragland, Henry (b)	Birmingham, Alabama.
Conigland, Cozy	Enfield, Halifax County.

Normal Department.

FIRST YEAR—GRADE NINE.

Baskerville, Lillian (b)	Tarboro, Edgecombe County.
Hilliard, Mattie (b)	Whitakers, Nash County.
McCoy, Cicero (b)	Troy, Montgomery County.
Meachem, Ananias B. (b)	Enfield, Halifax County.
Sadgwar, Otis (b)	Wilmington, New Hanover County.
Upperman, Annie (b)	Raleigh, Wake County.

SECOND YEAR—GRADE TEN.

Jacobs, Della (b)	Dudley, Wayne County.

THIRD YEAR—GRADE ELEVEN.

Ausby, James (b)	Enfield, Halifax County.
Bullock, Pearl	Enfield, Halifax County.
Croom, Ananias S. (b)	LaGrange, Lenoir County.
Green, Hattie L. (b)	Rocky Mount, Edgecombe County.
Hill, Joseph	Enfield, Halifax County.

Night School.

Arrington, Samuel	Enfield, Halifax County.
Artist, Annie (b)	Dudley, Wayne County.
Baker, Lillian (b)	Scotland Neck, Halifax County.
Ballentine, Isaiah (b)	Gold Rock, Nash County.
Bishop, Annie (b)	Enfield, Halifax County.
Boyd, Mary (b)	Scotland Neck, Halifax County.
Braxton, John (b)	Rocky Mount, Edgecombe County.
Brown, Peteus (b)	Goldsboro, Wayne County.
Bryant, Harold (b)	Goldsboro, Wayne County.
Bullock, Ethel (b)	Scotland Neck, Halifax County.
Boone, Robert (b)	Seaboard, Northampton County.
Garrett, Timothy	Whitakers, Edgecombe County.
Harris, Georgia (b)	Rocky Mount, Nash County.
Jones, Herman (b)	Falling Creek, Lenoir County.

NAME.	POST OFFICE.
Jones, Willie (b)	Penelo, Edgecombe County.
Lee, Nathaniel (b)	Enfield, Halifax County.
Lofton, Furnie (b)	Seven Springs, Lenoir County.
Long, Daisy (b)	Mayodan, Rockingham County.
Lynch, Lydia (b)	Ringwood, Halifax County.
Lynch, Mary (b)	Ringwood, Halifax County.
McCoy, Terrell (b)	Pekin, Montgomery County.
Peebles, Ned (b)	Jackson, Northampton County.
Ross, Hattie (b)	Charlotte, Mecklenburg County.
Simmons, Mallie (b)	Dudley, Wayne County.
Simonds, Augustus (b)	Matthews, Mecklenburg County.
Spivey, William (b)	Spring Hope, Nash County.
Tate, William G. (b)	Dudley, Wayne County.
Tillery, Annie (b)	Enfield, Halifax County.
Williams, James (b)	Newbern, Craven County.
Williams, Moses	Whitakers, Edgecombe County.
Wooten, Hannah (b)	LaGrange, Lenoir County.

Music.

Ausbry, James.
Brown, Annie.
Inborden, Julia.
Johns, Lois.
Johns, Paul.
Jones, Charles.
Johnson, Theresa.
Peoples, Hattie.
Rhodes, Annie.
Scarborough, Mary.
Sloan, Grace.
Upperman, Annie.

(b) means boarder.

Summary.

	Males.	Females.	Totals.
POST GRADUATE	..	1	1— 1
NORMAL DEPARTMENT.			
Third Year	3	2	5
Second Year	..	1	1
First Year	3	3	6—12
GRAMMAR DEPARTMENT.			
Eighth Grade	5	6	11
Seventh Grade	7	9	16
Sixth Grade	12	8	20—47
INTERMEDIATE DEPARTMENT.			
Fifth Grade	9	11	20
Fourth Grade	14	12	26—46
PRIMARY DEPARTMENT.			
Third Grade	18	31	49
Second Grade	16	16	32
First Grade	5	7	12—93
NIGHT SCHOOL	18	13	31—31
MUSICAL DEPARTMENT	3	9	12—12
Total	113	129	242
Counted twice	3	9	12
Total attendance	110	120	230
Boarders	65	73	148
Number of students who live on the school farm			31

Number of States represented: Alabama, South Carolina, Virginia, District of Columbia.

Counties in North Carolina represented: Alamance, Buncombe, Cleveland, Craven, Edgecombe, Granville, Halifax, Johnston, Lenoir, Martin, Mecklenburg, Montgomery, Nash, New Hanover, Northampton, Orange, Perquimans, Pitt, Rockingham, Wake, Wayne, Wilson.

Alumni.

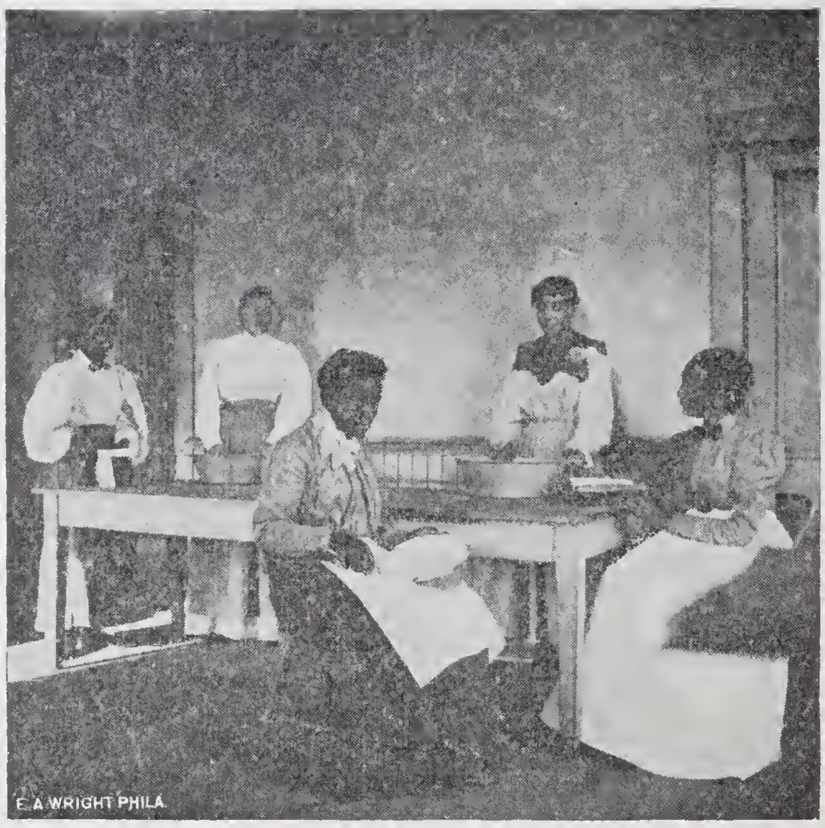
Normal Department.

CLASS 1902.

Cora Lizzie Black	Teacher Public School, Whitakers, N. C.
Olivia Johns	Teacher Graded School, Enfield, N. C.
John Robinson Stitt	Painter and Paper-hanger, Enfield, N. C.

E. A. WRIGHT PHILA.

PRACTICAL COOKING.



E. A. WRIGHT PHILA.

PRACTICAL COOKING.

Course of Study.

Primary Department.

FIRST YEAR.

Reading—Chart, Barnes' First Reader.

Numbers—All combinations from 1 to 10.

Language—Correcting Common Mistakes; Reproduction of Stories.

Writing—Script Letters from Copies.

Drawing—On slate, lines, angles.

Music—Scale from blackboard and chart.

SECOND YEAR.

Reading—Barnes' Second Reader; Attention to Vowel Sounds.

Spelling—Selected from Reader.

Arithmetic—All Combinations from 10 to 100.

Language—Correcting Common Mistakes; Reproduction of Stories.

Nature Studies—Plants, Animals, Color and Form.

Writing—Copy-book.

Drawing—On Scale, Music Scale; Simple Exercises.

THIRD YEAR.

Reading—Barnes' Third Reader; Attention to Articulation, Marks.

Supplementary Reading—Special Selections for Children.

Arithmetic—Combinations from 100 to 1,000.

Language—Oral; Composition Work; Reproduction of Stories.

Geography—To Lesson 20, Barnes' Elementary.

Nature Studies—Animals, Plants, Color, Form.

Intermediate Department.

FOURTH YEAR.

First Term.

Reading—Fourth Reader, Barnes'.

Spelling—Eclectic, McGuffey's.

Arithmetic—To page 169, Milne's Elements; Dubbs' Problems.

Geography—Page 43, Lesson 6, Barnes' Elementary.

Grammar—To Adjectives, page 31, Harvey's Elementary.

Writing—Copy-book; Music and Drawing.

Second Term.

Reading—Fourth Reader, Barnes'.

Spelling—Eclectic, McGuffey's.

Arithmetic—To page 188, Milne's Elementary; Dubbs' Problems.

Geography—To page 57, Barnes' Elementary.

Grammar—To Verbs, page 50, Harvey's Elementary.

Writing—Copy-book; Drawing and Music.

Third Term.

Reading — Fifth Reader, Barnes'; Elementary Sciences, Dana.

Spelling—Eclectic, McGuffey's.

Arithmetic—Through Decimal Fractions, Milne's; Dubbs' Problems.

Geography—To page 75, Barnes' Elementary.

Grammar—To Syntax, page 79, Harvey's Elementary.

Writing—Copy-book; Drawing and Music.

FIFTH YEAR.

First Term.

Reading—Fifth Reader, Barnes'.
Spelling—Eclectic, McGuffey's.
Arithmetic—Completed, Milne's Elements.
Geography—Completed, Barnes' Elementary.
Grammar—To Voice, page 103, Harvey's Elementary.
Writing—Copy-book; Drawing and Music.

Second Term.

Reading—Fifth Reader, Barnes'.
History—United States Elementary, Eggleston's.
Spelling—Eclectic, McGuffey's.
Arithmetic—Dubb's Arithmetical Problems, Part I.
Geography—Reviewed, Barnes' Elementary.
Grammar—To Conjunctions, page 129, Harvey's Elementary.
Writing, Drawing, Music.

Third Term.

Reading—Fifth Reader, Barnes'; Young People's Physiology.
Spelling—Eclectic, McGuffey's.
Arithmetic—Dubbs' Arithmetical Problems, Part I.
Geography—To the Western Hemisphere, Barnes' Complete.
Grammar—Completed and Reviewed, Harvey's Elementary.
Writing, Drawing, Music.

Grammar Department.

SIXTH YEAR.

First Term.

Reading—History of Negro Race, Johnson.
Spelling—Eclectic, McGuffey's.
Arithmetic—To Fractions, page 99, Milne's Standard.
Geography—To page 52, Barnes' Complete.
Grammar—To Adjectives, page 42, Harvey's Revised.
Writing, Drawing, Music.

Second Term.

Reading—Elementary History of North Carolina, Allen.
Spelling—Eclectic, McGuffey's.
Arithmetic—To Decimals, page 144, Milne's.
Grammar—To Verbs, page 73, Harvey's Revised; Composition Work.
Geography—To Pacific States, Barnes' Complete.
Writing, Drawing, Music.

Third Term.

Reading—Selections.
Spelling—Eclectic, McGuffey's.
Arithmetic—To Denominate Numbers, page 170, Milne's.
Geography—To Europe, page 98, Barnes' Complete.
Grammar—To Conjunctions, page 96, Harvey's Revised; Composition Work.
Writing, Drawing, Music.

SEVENTH YEAR.

First Term.

Reading—Selections.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Longitude and Time, page 200, Milne's.

Geography—Europe and Asia, Barnes' Complete; Map Drawing.

Grammar—To Prepositions, page 121, Harvey's Revised.

Writing, Drawing, Music.

Second Term.

Reading—Selections.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Percentage, page 230, Milne's.

Geography—Africa, Oceanica, Map Drawing, Modeling, Barnes'.

Grammar—To Arrangement of Elements, Harvey's Revised.

Writing, Drawing, Music.

Third Term.

Reading—Selections on Temperance, Humane Treatment of Dumb Animals.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Interest, page 263, Milne's.

Geography—Reviewed; Map Drawing, Modeling; Barnes'.

Grammar—To Syntax, page 190, Harvey's Revised.

Writing, Drawing, Music.

EIGHTH YEAR.

First Term.

Reading—Classical Selections.
Spelling—Selections from Text-books.
Arithmetic—To Ratio, page 312, Milne's.
History—United States, Eggleston's.
Grammar—To Figures of Language, page 231, Harvey's Revised.
Writing, Drawing, Music.

Second Term.

Reading—Classical Selections.
Spelling—Selections from Text-books.
Arithmetic—To General Review Exercises, page 343, Milne's.
History—United States, Eggleston's.
Grammar—Completed, Harvey's Revised.
Writing, Drawing, Music.

Third Term.

Reading—Classical Selections.
Spelling—Selections from Text-books.
Arithmetic—Completed, Milne's.
Morals and Manners, Gow.
Writing, Drawing, Music.

Original compositions, declamations, recitations, and papers on current events are required each Friday as class rhetoricals. Every student above the fifth grade is required to appear once during the year in public rhetoricals. Composition work in connection with the grammar is also taught in the various grades.

The text-book used in Music is the National Course, by Mason. We begin with the melody songs by note, draw the staff, learn the names of lines and spaces by number, and sing by number easy intervals. This is continued in the third grade, where the names of lines and spaces by the letter and eye are learned. Singing by syllables easy intervals in key of "C." Also melodies in the key of "C." Learning names of common technical syllables. Different note values and time values. Beating 4-4, 3-4 and 2-4 time. This work is reviewed briefly in the fourth grade and fifth grade. Singing one-part melodies in the keys of "C," "F" and "G." (Second reader to page 50.) The work thus far is reviewed in the sixth and seventh grades, and more advanced work taken up. The Chromatic scale is learned, and melodies in the three keys are taken up.

Beyond the seventh grade the third book is taken up and more difficult music learned.

Our idea is to give students a rudimentary knowledge of music, so that they may be helpful and useful in the communities where they may live.

Great emphasis is placed on thoroughness of all subjects taught in these grades. We aim at Quality, rather than Quantity. Those who complete the course in a satisfactory manner will be admitted to the Normal Department. Students who have completed in other schools a course of study equivalent to the above, and who bring letters of satisfactory recommendation, will also be admitted to the Normal Department.

Normal Department.

FIRST YEAR.

First Term.—Algebra (Wells' Academic); Latin (Collar and Daniell); Bookkeeping (Bryant and Stratton).

Second Term.—Algebra (Wells' Academic); Latin (Collar ad Daniell); Physical Geography (Montieth).

Third Term.—Algebra (Wells' Academic); Latin Collar and Daniell); Principles of Agriculture (Bailey).

SECOND YEAR.

First Term.—Algebra (Wells' Academic); Latin, Cæsar; English History (Anderson).

Second Term.—Rhetoric (Hill); Latin, Cæsar; Physiology (Steele).

Third Term.—Rhetoric (Hill); Latin, Cæsar; Physology (Steele).

THIRD YEAR.

First Term.—English Literature (Halleck); General History (Anderson); Physics (Steele).

Second Term.—Geometry (Milne); General History (Anderson); Latin, Selections from Cicero.

Third Term.—Geometry (Milne); Botany (Wood); Latin, Selections from Virgil.

FOURTH YEAR.

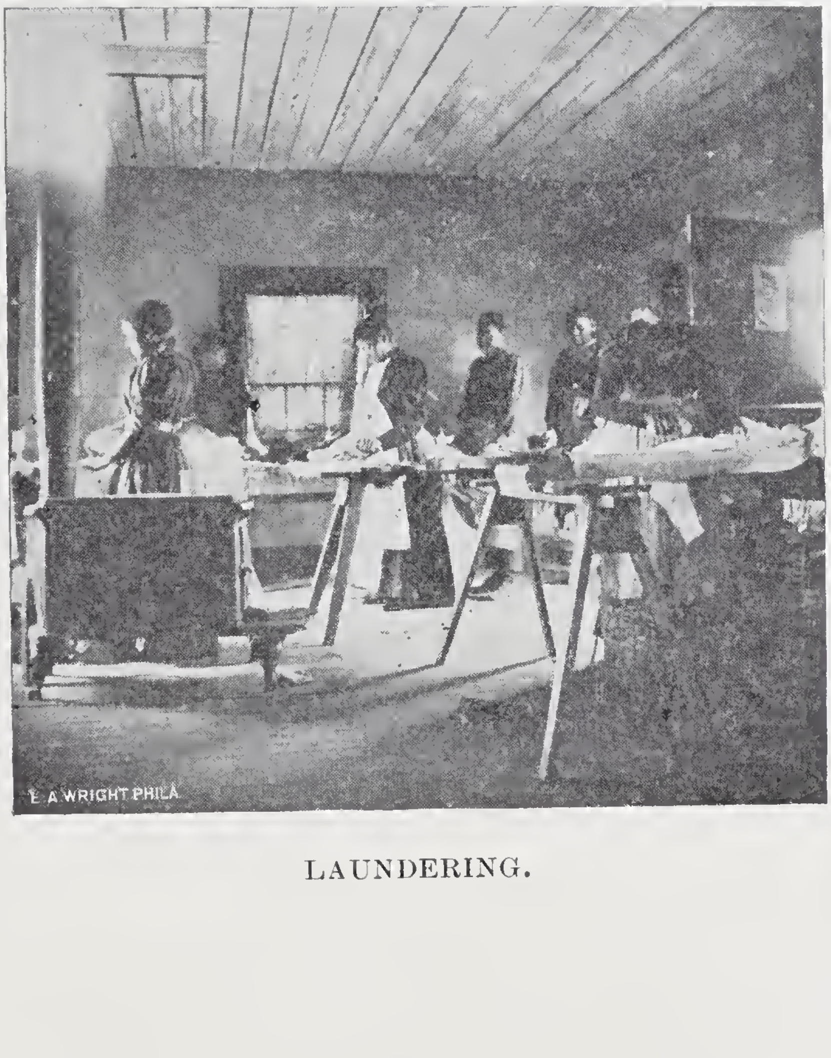
First Term.—Psychology (Halleck); Astronomy (Steele); Geology (Dana).

Second Term.—Psychology (Halleck); Chemistry (Steele); Civil Government (Macy).

Third Term.—Ethics (Haven); History of North Car-

E. A. WRIGHT PHILA.

CLASS IN SEWING


E. A. WRIGHT PHILA.

LAUNDERING.

olina (Moore); Higher Arithmetic, School Management, Review of English Branches, and Practice Teaching.

Those who complete the above courses will receive diplomas.

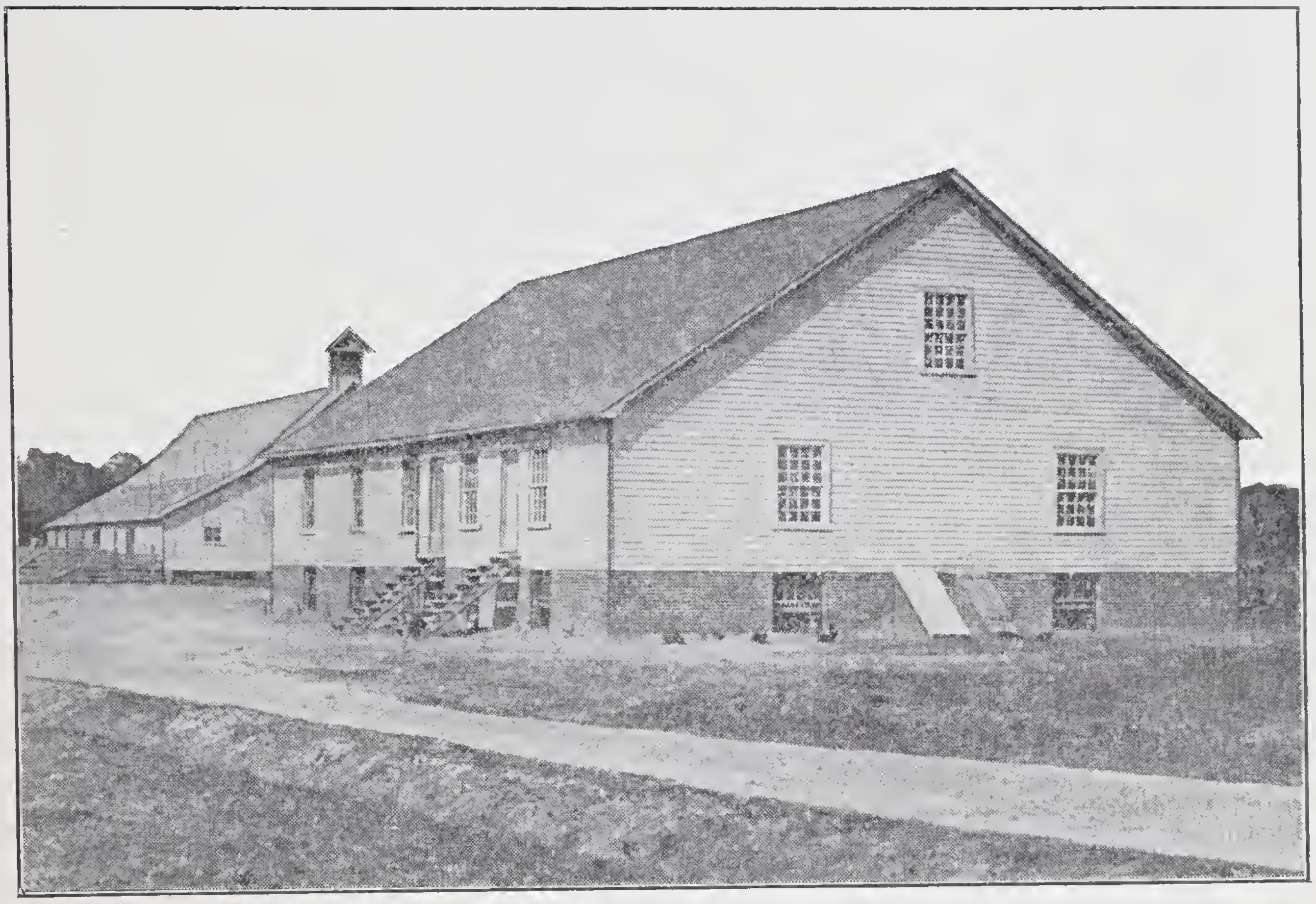
Industrial Work.

Competition in the industrial world is so great that it is almost impossible to expect success without a knowledge of the science and theory of industries, and the hand so trained that it can be efficiently applied to the most difficult work. With this in view, the Industrial Work here, together with the Manual Training, receives the most careful attention.

Course in Agriculture.

Care and treatment of live stock, raising products in the field and garden, study of the soil, conditions favorable to the growth of various seeds, manures and fertilizers, measure of lands, clearing land, drainage, seasons, bridge and road building, the harvesting of crops and care of same, care of farm horses, building fences, care of milk and butter, use of separators, use of farm machinery and its care, tree planting and care of same, poultry raising and care of same—in fact, this work is all practical and includes everything a first-class, up-to-date farmer would have to do. A very kind lady in Ohio sends us some very practical literature weekly on all the subjects named above. We shall be glad to have others show their interest in a similar manner.

As the school grows, we expect to have the course above systematized and subdivided and text-books will be brought into use; laboratory class-room work will be required.



STOREHOUSE.

READY FOR WORK.

Course in Sewing.

FIRST YEAR.

First Term.—Practice in holding the needle and thimble, running plain seams and making hems of different widths.

Second Term.—Review work of the first term. Basting, gathering, stroking gathers, overcasting, whipping, sewing on bands, darning, patching, felling and sewing on buttons.

Third Term.—Facing, making button holes, making eyelets, different kinds of hemming and ruffling.

SECOND YEAR.

First Term.—Review of the first year's work, plain sewing, making drawers, colored shirts, plain shirts, aprons, hemstitching.

Second Term.—Making overalls, plain white shirts, girl's underwear and fancy work.

Third Term.—Taking measurements, cutting white shirts, underwaists and drawers, making the same and sewing on ruffles and all kinds of trimmings.

THIRD YEAR.

First Term.—Review of second year's work; basting drafting and taking measurements, learning to use patterns.

Second Term.—Basting, hanging and trimming skirts, putting on bindings, braids and belts, pressing.

Third Term.—Cutting, basting, fitting waists and finishing off work neatly. The use of a machine, application of all the above principles. Designing and selection of colors and style best adapted to different individuals.

All through this course there are talks on hygienic dressing. Sudents above the third grade are required to take this course. If there are those who wish to fit themselves for dressmaking, and who do not want the academic work, they can finish the course in a shorter period.

Manual Training.

FIRST YEAR.

The course in wood work extends over a period of three years. During the first year a thorough course in Sloyd is given. In this course we endeavor to awaken the student's interest in the subject; to cultivate neatness, accuracy, and industry, and to give a knowledge of the use and care of the general woodworking tools. To obtain these ends, each pupil makes the following set of models: 1. Wedge. 2. Flower Pin. 3. Flower Stick. 4. Tool Rack. 5. Coat Hanger. 6. Cutting Board. 7. Flowerpot Stand. 8. Flowerpot Stool. 9. Bench Hook. 10. Hatchet Handle. 11. Hammer Handle. 12. Corner Bracket. 13. Paper Knife. 14. Ruler. 15. Towel Roller. 16. Picture Frame. 17. Miter Frame. 18. Box. 19. Pin Tray. 20. Cake Spoon. 21. Flour Scoop. 22. Book Rack. 23. Drawing Board. 24. Knife Box. 25. Tray. 26. Tool Chest.

These models are either made from blue prints or from drawings placed upon the board by the instructor, and they involve exercises in all the ordinary methods of preparing, forming and joining wood. This course requires 150 hours.

SECOND YEAR.

The work of this year is based directly upon the principles learned during the first year. The models made are of a more technical nature than those of the previous year and demand a greater degree of skill and accuracy. They cover about all of the joints used in house building and cabinet making.

The subject matter of Stickles' and Goss' text-books on bench work is presented to the class by the instructor in the form of "talks."

THIRD YEAR.

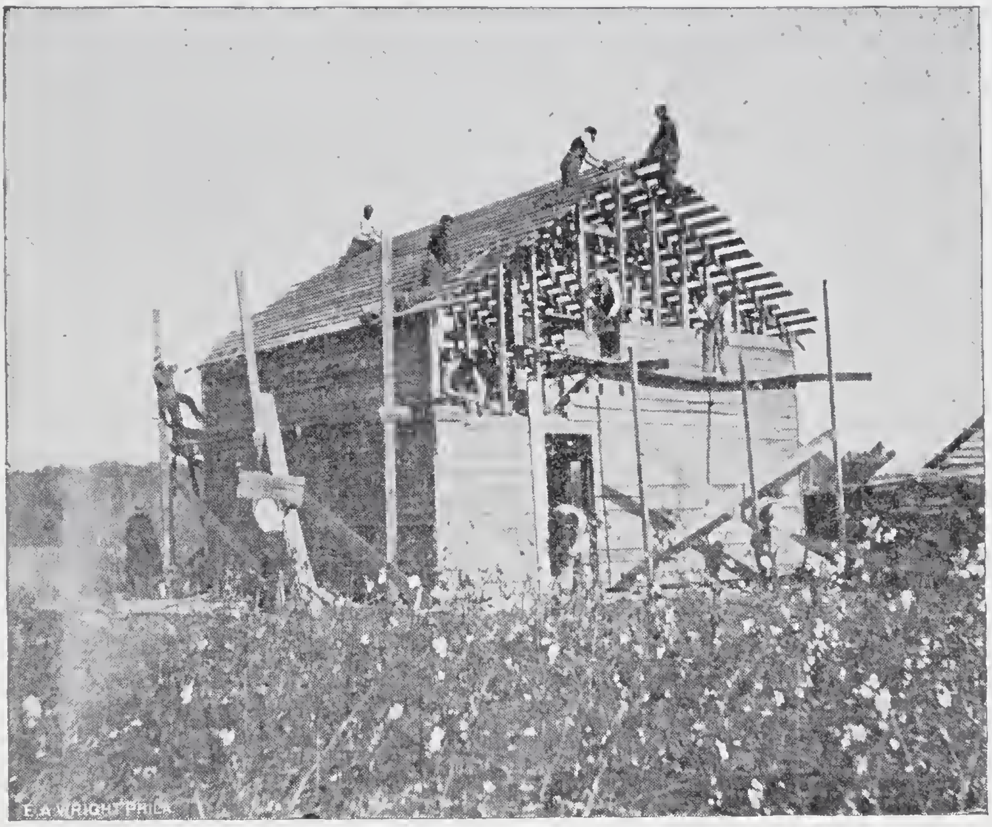
The work of this year is planned to give the student an opportunity to apply the knowledge of joinery gained in the previous courses in the construction of full-size models selected to this end. The following models have been used and the list is constantly being increased: 1. Tool Chests. 2. Tool Cabinets. 3. Work Benches. 4. Panel Doors. 5. Tea Tables. 6. Music Racks. 7. Folding Screens. 8. Step Ladders. 9. Tabourettes. 10. Hall Seats. 11. Morris Chairs. 12. Writing Desks, etc.

The shop is provided with a turning lathe and a combination sawing and shaping machine. Advanced students are taught the use of these as far as possible.

Forging.

FOURTH YEAR.

Instruction is given in the selection of fuel, the care and management of fire, the regulation of heat; care and use of the ordinary tools for working iron and steel. Exercises are given to develop skill in the common processes


E. A. WRIGHT PHILA.

PRACTICAL CARPENTRY.

E. A. WRIGHT PHIL.

WATER SUPPLY.

of forging, such as drawing out, upsetting, shaping, bending, twisting, cutting, and punching; scarfing, welding, case-hardening, annealing and tempering. These processes are applied in the production of hasps, staples, chain-hooks, log-chains, bolts and nuts, tongs, chisels, hammers, punches, etc.

Some attention is given to bent-iron work in the making of flower and lamp stands, umbrella racks, brackets, door pulls, and other artistic designs. All models are made from drawings as far as possible.

The shop is provided with a press drill, a polishing and grinding machine, and a full set of screw plates. Students are taught the care and use of these.

As time permits, lectures are given on the smelting of iron ores and the processes used in the production of cast iron, malleable iron, wrought iron, and the different kinds of steel, and the other subjects related to this field.

Mechanical Drawing.

This course is given after the courses in wood and iron work have been completed. The work is arranged with special reference to giving the student a thorough knowledge of working drawings, fitting him to make and work intelligently from the same, and to cultivate his ability to draw working drafts, plans, elevations and sections of models, tools, machines, etc., in the line of mechanical courses given.

The course covers about the following ground:

1. Spacing and drawing lines.
2. Making joints—
    (a) between straight lines;
    (b) between straight and curved lines;
    (c) between curved lines.

3. Making block and other styles of letters.
4. Geometrical problems.
5. Studies in orthographic and isometric projection.
6. Making plans, elevations and sections from copy.
7. Making same from models, using different scales.
8. Getting out bills of material and estimating cost of same.
9. Tracing.
10. Blue printing.

During the course thorough drill is given in the computation of irregular areas by short methods.

The work of the manual training is rated the same as the academic work of the institution. Students who fail to receive passing marks in any of the industries, must make up or pass satisfactory examination upon the work before taking up the advanced work of the next grade or subject.

All the work, whether in the shop, field, kitchen, laundry or class-room, is planned with reference to its educational value.

Miscellaneous.

Organization.

Joseph Keasbey Brick Agricultural, Industrial and Normal School was organized in 1895 by the American Missionary Association.

Location.

The School is situated on the east side of the Atlantic Coast Line, the principal railroad between New York and Florida. It is three miles south of Enfield, and twenty-two miles south of Weldon. From a geological point of view, the location is full of interest. The soil is composed of alternate layers of sand, clay and gravel. Below this we find marl in abundance. The section was doubtless washed by the waters of the Atlantic Ocean. Fossils of submarine animals may also be found. Huge boulders are left here and there to remind us that some powerful force has been at work. Vegetation is luxuriant. Almost every tree and plant found in this zone may be found here.

Historically considered, no section of the State has more interest than the three counties, Edgecombe, Nash and Halifax, which join our school farm. It was the seat of the aristocracy of the State. The community is proud of its sires and their deeds.

The climate is mild, the water is excellent, and all the surroundings are healthful and good. Fishing Creek, which is a navigable stream, affords an excellent opportunity to students and teachers alike who have the time and taste for fishing. It winds around our farm for nearly two miles. Students who are seeking a quiet retreat for study can find no better location in the State than the Brick School.

Aim.

The aim of the School is to teach young people to respect themselves and to respect others, to form true ideas and correct habits of life; to give them that mental discipline which, when combined with the industrial, will fit them to fill, with honor and proficiency, the practical and responsible places in the homes and in the various communities where they may live. There was a time when the Negro did practically no thinking for himself. Some one else did it for him. He had only to do what he was told to do. To-day it is different. The Negro is thrown upon his own responsibility. He is valuable to himself and to others only according to the amount of thought put into this work and life. Here the academic work in the class-room, the manual training work in the shop, and other forms of industrial work, are planned according to their adaptability to develop that thought.

Careful attention is given to the moral training, also, of those who attend the School. The School discourages the use of liquors in every form, except for medical purposes, prescribed by a reputable physician. We believe that the evil characteristics so often attributed to the Negro are due to environments and early habits; when the environments and habits are changed, as we are trying to change them here, the evil characteristics will be removed.

The School is not sectarian, but the Bible is in daily use, and its teachings made the guide and controlling spirit of the work.

Advantages.

The School owns a farm of 1,129 acres of the best land in this section of the State. The buildings and campus are located in the western part of the farm, from which the view of the entire farm is most beautiful. Fields which, eight years ago, were waste places, are to-day changed into beautiful walks, driveways and lawns.

The teachers are graduates from some of the best schools in the country, among which we mention the A. and M. College of North Carolina; Avery Institute, of Charleston, South Carolina; Atlanta University, Atlanta, Georgia; Talladega College, Talladega, Alabama; Fisk University, Nashville, Tennessee, and Oberlin College, Oberlin, Ohio. They have been chosen for their special fitness for this particular field.

Elma Hall, two and a half stories high, with large, well-furnished class-rooms, and an assembly room, furnishes accommodation for nearly five hundred people.

The girls' dormitory, Benedict Hall, furnishes accommodation for about seventy-five girls. It contains an assembly room for young ladies, a teachers' sitting room, and the school dining room. It has a hot and cold water system, with bath tubs and lavatories. It is heated with hot air. The drainage and sanitation of the building is about perfect. The building is three stories high, with large and easily ventilated rooms. This hall has four entrances, two to the third story, front and rear, a very necessary precaution in case of fire. The main halls are provided with fire hose, reels and buckets.

One of the boys' dormitories, Brewster Hall, is three stories high. It is 94 feet long and 37 feet wide. It has

36 sleeping rooms, two bath-rooms with three bath tubs and lavatories, a study room and two linen rooms. The building is heated with hot air, and is furnished with hot and cold water. The rooms are large and airy, ventilation and drainage good. The halls are also provided against fire.

The boys' new dormitory, Beard Hall, has been recently completed and furnished. It is very similar to Brewster Hall, though larger. It is a three-storied building, built of brick and stone, with gray granite trimmings. In the entire building are about fifty rooms, forty-one sleeping apartments, with bath rooms and linen closets. On the first floor are the Principal's and Treasurer's offices, the library and reading-rooms. The few books which the school owns have been arranged on the shelves in the library, so that the apartment presents quite a comfortable appearance. We have, as yet, a library in embryo only, and we trust our kind friends will remember us in this department also. The building presents a very handsome appearance, and the increased accommodation which it gives greatly facilitates the work of the School.

The Manual Training Shop stands near Elma Hall, just north of Ingraham Chapel. It has four large rooms. Two on the first floor to accommodate the departments of wood work and iron work, and two on the second floor for light machinery and the Department of Mechanical Drawing. These rooms are well furnished for the work that is done in them.

Standing near Benedict Hall is the Laundry, in which the girls do their washing. We hope soon to replace this

E. A. WRIGHT PHILA.

CLEARING LAND.

E. A. WRIGHT PHILA.

PLOWING.

building with one that is modern and that comes nearer meeting the growing needs of the School.

The Principal's home stands just east of Brewster Hall, where it commands a view of all the other buildings. It is a two-story cottage with three bed-rooms, kitchen, dining-room, sitting-room, parlor, and bathrooms, a cement cellar for storing vegetables, and an attic.

North of Brewster Hall are two more cottages, occupied by students and families.

Still further north is the cellar and store house. This building is 80 feet long and 50 feet wide. The basement is 9 feet high, with cement floor. Here the farm produce is stored. The rooms above the cellar are used for farm tools and grains. In close proximity stands the corncrib.

Just north of the cellar and store house stands the barn. This is 112 feet long and 60 feet wide. It contains box-stalls, feed-rooms, harness-rooms, and the farm manager's office. It has divisions for cows, wagons and work animals. Everything about the barn is modern, and the methods of sanitation most improved.

West of the Manual Training Shop is located a tank and an æromotor wind-mill, which supplies all the buildings, the campus and garden with excellent water. Aside from this, each building is supplied with water which is gotten by boring fifteen or twenty feet into the earth, and pipes are put into these holes and the water is pumped up clear, beautiful, cool and free from contamination with surface dust. The pipes from the windmill are all so connected with the force-pump pipes in the various buildings, so that if the mill or pumps get out of

E. A. WRIGHT PHILA

HARVESTING HAY.

A.H.B
E. A. WRIGHT PHILA

SMALL HERD.

repair we may always get water. It seldom happens that both get out of repair at the same time.

A prominent physician of Enfield says that since the beginning of our work here there has been less sickness attributable to local causes on the place than in any community in this section. We attribute the healthfulness of the place to the following causes: The good water, the pine woods about us, the cleanliness of our yards and buildings, and to the fact that we allow no accumulations to collect in the ditches. The ditches are kept open and the swamps are kept cleared, so that the sun can reach the earth.

Between Elma Hall and the Manual Training Shop is located Ingraham Chapel. This is a most beautiful building, and has a seating capacity of about a thousand people. It is finished in the best style. It has a large auditorium, a balcony, and five rooms in which instrumental music will be taught. These rooms have sliding and folding doors, so that when it is necessary to seat a large crowd, they can be thrown into the main auditorium. It is nicely furnished.

Not far away, but still on our school farm, are six thrifty families in our little cottages, educating their children in our School and working the soil for their bread. What an inspiration! They and we are solving the problem. If any one doubts it, let him come here and see.

This School, with farm buildings and equipment, is a beautiful memorial to a beautiful life. Our friend, Mrs. Brick, thought nothing too good for the training of boys and girls to Christian manhood and womanhood. These advantages are all for you. Will you take them?

Membership.

For membership in this School, all applicats must have a good moral standing. Those from abroad should bring letters of satisfactory recommendation.

Day students and boarders are under the same general regulations of the School. All students should be present at the beginning of the School year, and remain the entire School session, if possible.

For a student to retain his place in his class, all lessons lost for any reason must be made up. Those who do not make up lost lessons will not be allowed to take the Term Examinations; and hence will not be promoted. Students absenting themselves from examinations will be required to take such examination before being promoted, and a charge of twenty-five cents will be made for the same.

Students from abroad are advised not to travel on the Sabbath. Those who intend to leave School during the session, should notify the Principal.

Students are required to attend the industrial classes with the same regularity as they do their other classes. They must provide their own books.

Fire-arms, snuff, tobacco, intoxicants, and profanity will not be allowed on the grounds, nor tolerated in any way. Students are not expected to leave the School grounds without an excuse from the Principal, or the matron of the hall in which they live.

Religious.

Aside from the Christian societies mentioned below, the School has preaching two Sundays in the month by Rev. R. B. Johns. Evangelistic services were held in the early part of the year, under Rev. James Wharton, the

English evangelist. In these services there were as many as thirty converts, and the Christian spirit of the School was very much revived.

The Societies.

The Young Men's Christian Association is conducted entirely by the young men of the School. They have their meeting every Sunday afternoon, and their various committees have done very much to help the people in the surrounding communities.

The Y. P. S. C. E. is conducted by the young ladies of the School. They have their meeting every Sunday afternoon.

There are five King's Daughters' circles, which are conducted by the lady teachers. They meet at a convenient hour during the week.

The Young Woman's Christian Temperance Union meets every two weeks. It is conducted by the students under the guidance of one of the lady teachers.

The Christian spirit of the entire School is very much strengthened by these organizations.

Sunday School and Sunday evening prayer-meetings are maintained through the year. The day teachers teach the Sunday School classes, and the gentlemen teachers take their turn in leading the Sunday evening prayer-meetings.

All the students are required to attend the Sunday School and the Sunday evening meetings, unless they are excused by the matrons.

Those who are not in the boarding department are encouraged to attend similar services at their own churches.

Rules.

Few rules need be given, except such as should govern every well-ordered home. None will be given that may not be embraced in the Golden Rule: "Do unto others as you would that others should do unto you."

It is expected that these rules include:

1. Neatness of person and dress.
2. Purity of word and of behaviour.
3. Cleanliness of desks, books and rooms.
4. Students defacing the walls or furniture of any of the buildings, dormitories, shops, or barn, either with knives, nails, pencils or crayon, are liable to suspension.
5. Courteous bearing to teachers and fellow students.
6. Punctuality in every duty.
7. Earnest devotion to school work.
8. Quietness in all movements.
9. Respect for the rights of others in all things.
10. Obedience to the laws of love and duty.

Those who enter the School are expected to accept these regulations and abide by them at once. Those who can not abide by them will not be retained in the School, and they may be suspended or dismissed as the Principal and teachers think best.

Dress.

At the commencement exercises, all the young ladies are required to wear plain white dresses, with a ribbon belt.

On Sunday, all the young ladies are required to wear a uniform suit of navy blue, trimmed with narrow white braid, and plain sailor hats without feathers. They are expected to wear these uniform suits on all public occasions.

It would be well for all students to provide themselves with rubber overshoes and rubber cloaks and coats for rainy weather. It is a fact that most of the sickness we have had in our School has been on account of the need of comfortable clothes to keep the body warm.

On account of the extravagance in which the girls have usually indulged on Sundays in putting on all kinds of materials and colors, we have thought best to enforce the uniform system in our School. The material must be of a dark blue worsted, trimmed with a narrow white braid. As there are so many shades of dark blue worsted and so many widths of narrow white braid, the result of our suggestion has usually been that we never get two suits made in different homes that are strictly uniform.

For the future, we have decided to purchase the materials for the uniforms, and each student must purchase her materials from the School. We shall also be provided with the facilities for making the uniforms, so that any student who wants her uniform made here will need simply to order it. However, for those who think they can have them made as we want them more cheaply at their homes, they will need simply to order materials and pattern of us.

We shall be glad to correspond with students individually upon the matter. They are expected to enter school provided with the money to pay for their uniform, just as they would for their books and board.

It is directly against our wishes for students to wear large showy hats, trimmed with lace and feathers and ribbons. Something neat and modest is the only thing we shall allow for another year.

Literary Societies.

The students have a Literary Society, which meets once every two weeks. At each meeting a programme is rendered, consisting of debates, orations, essays, readings, etc.

Expenses.

Tuition in the Primary Grades, per month......	$0.50
Tuition in the Intermediate Grades, per month..	.50
Tuition in the Grammar Grades, per month....	.50
Tuition in the Normal Grades, per month	.50
Tuition in Instrumental Music, eight lessons, per month	2.00
Tuition and board, including furnished room, heat, light and washing, per calendar month, payable on the day of entry	8.00
Extra examinations, each	.25

No reduction will be made for absence from School for less than two consecutive weeks.

In the Primary and Intermediate Grades, books will cost about	$2.50
In the Grammar Grades books will cost about...	4.00
In the Normal Department books will cost about	5.00
Medical fee, which insures the attention of a physician in case of sickness, but does not include medicine and drugs	1.00

Students who are admitted to the boarding department and day school on the condition of paying a part of their bills in work, are expected to give satisfaction in their work. If they do not give satisfaction in their work, bills will be sent to their parents or guardians for an amount to cover cost of all expenses.

Students who leave School during the session without an excuse from the Principal and a statement of their financial standing from the School Treasurer, will be considered dishonorably dismissed.

General Information.

Books will not be sold on credit. The medical fee of one dollar must be paid when the student registers at the Treasurer's office. All bills are payable strictly in advance. When parents and students receive statements of their accounts, they should comply with the regulations and make remittances at once. Remittances in payment of bills should be made by postoffice money order, bank draft, registered letter or by express. Money orders and drafts should be made payable to T. S. Inborden, Principal, or Isadore Martin, Treasurer.

All books used in the School may be obtained at the Treasurer's office.

All students in the boarding department are expected to work one hour each day without remuneration, except the general privileges of the School.

Students and trunks will be taken to and from the train at Enfield the day before the opening and day after the closing of each term. The charge for this service is twenty-five cents. Baggage without student, or student without baggage, will cost fifteen cents.

Students wishing letters of honorable dismission from the School should settle all bills before asking for such letters.

Students who wish to join the work department of the School are requested to read carefully what is below under "Special Opportunities," and then write to the Principal or Treasurer, stating whether they can comply with those regulations.

Special Opportunities.

The School owns a farm of 1,129 acres. Ten or fifteen young men, by working on this farm, receive all the privileges of the boarding department, including furnished room, heat, light and washing, the advantages of the Night School, and the opportunity of earning from eight to ten dollars per month, to be placed to their credit account in the institution, and applied to their board account when they enter the day school.

Work students are required to stay in the work department one year from the time of entrance. Such students must be over sixteen years old, healthy, and able to do farm work. They should come prepared to buy their books. Work students who do not abide by the regulations, and who do not give satisfaction in their work, will not be retained in the School, and on being sent away forfeit their right to their earnings. What they earn is not transferable, but must be used to pay their board bills while they are in school. No fixed sum is guaranteed to students for their labor. Their work is valued according to the kind done, and the spirit with which it is done. All work is instructive and methodical, and under the supervision of experienced teachers.

To Parents.

Parents are invited to visit the School from time to time and note the progress of their children. They should unite with the teachers in enforcing prompt and regular attendance, in maintaining good order and discipline in the home, class-rooms, and on the public highways. They should see that their children give a reasonable part of their time to the preparation of their lessons while at home, and under good conditions. They need quietness, a table and a light.

When little troubles happen among children, as they often do, they should not be left to them to fight out on the roads, but parents should settle them in an amicable way.

Children can not progress in their studies when they are in all sorts of society, on the streets and elsewhere, at all hours of the night. They can not be advanced with their grades when they lose a third or half of the school year. They can not afford to lose a single day.

When you send money to the School, always require your children to bring receipts, and you keep these receipts; in doing so you keep up with your business. Never allow your account to run behind. It is easier to pay a small bill than a large one. When you can't possibly meet your obligations, do not send any word by the children, but come yourself and make such arrangements with the School Treasurer as will give satisfaction.

Do not keep your children out of school because you can not dress them as well as Mr. A. They can be clean and neat without finery. Brain does not always accompany fine clothes.

If you want your children usefully educated, a few things are absolutely necessary on your part—an early start, a sacrifice and a will.

Views.

The views given in the preceding pages are actual representations of the work as it is carried on day by day throughout the year. They may be ever so good, yet it is impossible to put into a photograph or steel engraving the natural tints and colorings of nature, especially when it is assisted by efficient labor. If anything, the views fail to do justice to the work that is in operation. Our friends will have to come and see for themselves.

For further information, write to

T. S. INBORDEN, *Principal*, or
ISADORE MARTIN, *Treasurer*.

E. A. WRIGHT, PHILA.

POULTRY YARD.

E. A. WRIGHT, PHILA.

PICKING STRAWBERRIES.

JOSEPH KEASBEY BRICK

AGRICULTURAL, INDUSTRIAL AND NORMAL SCHOOL

1903-1904

ENFIELD, - - NORTH CAROLINA

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CATALOGUE

OF THE

TEACHERS AND STUDENTS

OF

JOSEPH KEASBEY BRICK
AGRICULTURAL, INDUSTRIAL AND NORMAL SCHOOL,

ENFIELD, N. C.

WITH

STATEMENT OF COURSES OF STUDY,
EXPENSES AND GENERAL INFORMATION.

FOR THE
SCHOOL YEAR 1903-1904.

E. A. WRIGHT PHILA.

BENEDICT HALL.
Burned February 5, 1904.

BREWSTER HALL.

CALENDAR, 1904–1905.

1904.

May 1, Sunday—Founder's Day: Address by Rev. Geo. V. Clark, Charlotte, N. C.

May 19, Friday—Anniversary of the Societies, at 7:30 p m.: Address by Major R. R. Moton, Hampton, Va.

May 22, Sunday—Annual Sermon, by Rev. Wm. N. DeBerry, St. John's Congregational Church, Springfield, Mass.

May 20, 23, 24—Final Examinations.

May 23, Monday—Exhibtion of the Primary and Intermediate Grades, at 7:30 o'clock p. m.

May 24, Tuesday—Exhibition of the Grammar Grades at 7:30 p. m.

May 25, Wednesday—Exercises of the Graduating Class and Annual Address, at 10 a. m., by Hon. John C. Dancy.

May 25, Wednesday—Anniversary of the Musical Department, at 2:30 p. m.

Saturday, October 1—Boarding Department opens.

Monday, October 3—Fall Term begins.

Thursday, November 24—Thanksgiving Day; Social in the Evening.

Friday, November 25—Public Rhetoricals.

Friday, December 16—Public Rhetoricals.

December 21, 22, 23—Examinations.

Friday, December 23—School closes.

1905.

Monday, January 2—Winter Term begins.

Friday, January 27—Public Rhetoricals.

Sunday, February 12—Lincoln's Birthday.

Wednesday, February 22—Washington's Birthday; social in the evening.

Friday, February 24—Public Rhetoricals.

March 15, 16, 17—Examinations.

Friday, March 17—Winter Term closes at noon.

Monday, March 20—Spring Term begins.

Friday, March 24—Public Rhetoricals.

Friday, April 28—Public Rhetoricals.

Monday, May 1—Founder's Day; social in the evening.

Friday, May 26—Exhibition of the Societies.

Sunday, May 28—Annual Sermon.

May 26, 29, 30—Examinations.

Monday, May 29, at 7:30 p. m.—Exhibition of the Primary and Intermediate Grades.

Tuesday, May 30, at 7:30 p. m.—Exhibition of the Grammar Grades.

Wednesday, May 31, at 10 a. m.—Exhibition of the Normal Department and Annual Address.

Wednesday, May 31, at 2:30 p. m.—Exhibition of the Musical Department.

THE SCHOOL IS UNDER THE CARE AND
SUPERVISION OF THE

American Missionary Association,

CONGREGATIONAL ROOMS,

Fourth Avenue and Twenty-Second Street, New York, N. Y.

REV. A. F. BEARD, D.D., Honorary Secretary and Editor.

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MRS. JULIA ELMA BREWSTER BRICK.

HISTORY.

This school was organized by the American Missionary Association in 1895, and is now under its direct supervision. Its organization and support is due to the philanthropic spirit of the late Mrs. Julia Elma Brewster Brick, of Brooklyn, New York. The beautiful farm of 1,429 acres, the buildings and views shown in the catalogue, are the fruits and outgrowth of wise and economic savings on her part.

The eight years history and growth of the school is only a partial realization of her dream to ameliorate the sad conditions which we find all over the South. The sainted lady has gone. Others must take up her burden. The foundation is well laid, the work is in its infancy. Nearly eleven millions of black people are crying for light and life. Like Peabody, Slater, Hand and others, she heard the cry and responded.

When the history of philanthropists has been written, the name of Mrs. Julia Elma Brewster Brick will appear unique and conspicuous for her beautiful philanthropies and Christian spirit in giving substantial impetus and inspiration to every detail of our work during the last eight years of her life.

We know of no words more fitting her life than those of Dr. A. F. Beard, Secretary of the American Missionary Association, who accompanied her and her niece, Miss Lydia Benedict, every year in their annual visits to the school, when he said: "Blessed with a fortune, she has been twice blessed in its bestowment and administration. It has been my privilege to meet many noble and many able people, and to know also something of their generous benefactions; but never have I found one who grew happier in the experience of transmuting money into character, and in the thought that the influence of Christian love could be sent down the avenues of time after earthly life should cease. In her last letter she writes: 'You have been such a friend to me and my cause.' Yes, it had become her 'cause,' and the joy of her life. She followed God's gracious leading. She heard the Master's voice and knew that it was His."

In referring to the School, he further says: "Its past is full of pleasant memories, and its future is full of hope. The Christian woman who thus made possibilities become splendid realities, and realities the forerunners of still greater possibilities, was indeed 'A good steward of the manifold grace of God.'"

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FACULTY.

T. S. INBORDEN, M. A., *Principal.*
Instructor in Botany, Agriculture, Civil Government and Rhetoric.

ISADORE MARTIN,
Treasurer and Instructor in Geometry, Book-keeping and Psychology.

MISS LUCY G. STOREY, A. B.,
Instructor in the Normal Department.

MISS J. N. KEEBLE,
Instructor in Eighth Grade and Algebra, Preceptress of Benedict Hall.

MRS. S. J. E. INBORDEN, B. L.,
Seventh Grade.

MISS C. B. LATTIMORE,
Sixth Grade.

MISS K. C. DOWDELL, A. B.,
Fourth and Fifth Grades, Matron of Beard Hall.

MISS J. A. SADGWAR,
First, Second and Third Grades.

MR. A. H. BROWN, M. A.,
Instructor in Manual Training and Music.

MR. E. L. FALKENER, B. Agr.,
Superintendent of Farm.

MR. E. F. COLSON, B. Agr.,
In Charge of Dairy, Poultry and Garden.

MRS. A. L. DAVIS,
Instructor in Sewing, Matron of Brewster Hall.

MRS. E. C. DOWDELL,
Matron of Benedict Hall.

REV. R. B. JOHNS,
Minister.

*MR. J. C. AUSBY,
Teacher in Night School.

*MISS ANNIE UPPERMAN,
Teacher in Night School.

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* Students.

RECITATION HALL.
GATCHEL & MANNING PHILA

INGRAHAM CHAPEL.

STUDENTS.

Primary Department.

GRADE ONE.

NAME.	POST OFFICE.
Allen, Percy	Epworth, Edgecombe County.
Allen, Linward (b)	Wilson, Wilson County.
Anthony, Vina (b)	Scotland Neck, Halifax County.
Battin, Lena	Whitakers, Nash County.
Becton, Sarah (b)	Shine, Wayne County.
Inborden, Dorothy	Enfield, Halifax County.
Lewis, Parthenia	Enfield, Halifax County.
Leggett, Leonora	Whitakers, Nash County.
Lyons, Dred	Enfield, Halifax County.
Tillery, Jane (b)	Enfield, Halifax County.
Whitaker, Bessie	Enfield, Halifax County.
Whitaker, Charlotte	Enfield, Halifax County.
Whitaker, Levy	Whitakers, Edgecombe County.
Wingate, James	Whitakers, Edgecombe County.
Wright, William	Whitakers, Nash County.

GRADE TWO.

Arrington, Mary	Whitakers, Nash County.
Arrington, Louisa	Enfield, Halifax County.
Arrington, David	Enfield, Halifax County.
Burnett, Marion	Enfield, Halifax County.
Carlisle, Richard	Whitakers, Nash County.
Dickens, Mary (b)	Dawson, Halifax County.
Hameel, Spooner	Enfield, Halifax County.
Harris, Samuel	Enfield, Halifax County.
Hill, Nettie	Whitakers, Edgecombe County.
Houser, John	Enfield, Halifax County.
Jones, Ransom (b)	LaGrange, Lenoir County.
Jones, Maggie	Enfield, Halifax County.
Long, Daisy (b)	Hillsboro, Orange County.
Lyons, Major	Enfield, Halifax County.
Lyons, Cornelia	Enfield, Halifax County.
Lyons, Lucy	Enfield, Halifax County.
Morrissey, Julius (b)	Mt. Olive, Wayne County.

NAME.	POST OFFICE.
Phillips, John	Whitakers, Nash County.
Tillery, Frank	Enfield, Halifax County.
Tillery, Sadie	Evart, Edgecombe County.
Webb, James	Rocky Mount, Nash County.
Williams, David	Whitakers, Nash County.

GRADE THREE.

Alston, Thomas (b)	Wilson, Wilson County.
Applewhite, John	Enfield, Halifax County.
Armstrong, Lillian	Enfield, Halifax County.
Arrington, Lula	Enfield, Halifax County.
Battle, Alfred (b)	Washington, D. C.
Best, Ardena (b)	Wilson, Wilson County.
Buffalo, Peolia	Heathsville, Halifax County.
Bullock, Lula	Enfield, Halifax County.
Bullock, Joseph	Enfield, Halifax County.
Davis, Bessie	Enfield, Halifax County.
Davis, Malachai	Whitakers, Nash County.
Davis, Samuel	Whitakers, Nash County.
Day, Ellen (b)	Weldon, Halifax County.
Ellis, John (b)	Crowells, Halifax County.
Harrison, Louis	Whitakers, Nash County.
Harrison, Thomas	Whitakers, Nash County.
Hayes, Robert (b)	Washington, D. C.
Hill, Cornelia (b)	Wilson, Wilson County.
Hilliard, Maggie	Whitakers. Nash County.
Kornegay, Mittie (b)	Mt. Olive, Wayne County.
Lawrence, Cary (b)	Spring Hill, Halifax County.
Mann, Pearl	Whitakers, Edgecombe County.
Martin, Ransom (b)	Weldon, Halifax County.
Morrissey, Junius (b)	Mt. Olive, Wayne County.
Nicholson, Lizzie	Whitakers, Nash County.
Perry, Emma (b)	Nick, Nash County.
Pierce, Carrie (b)	Halifax, Halifax County.
Simmons, Mallie (b)	Dudley, Wayne County.
Sloan, Grace (b)	Manchester, Va.
Smith, Julia (b)	Raleigh, Wake County.
Smith, Weldon (b)	Spring Hill, Halifax County.
Solomon, Annie	Enfield, Halifax County.
Spivey, William (b)	Spring Hope, Nash County.

PRINCIPAL'S HOME.

BEARD HALL.

NAME.	POST OFFICE.
Terry, Harrison	Enfield, Halifax County.
Warddrup, Polly (b)	Raleigh, Wake County.
Whitaker, John	Enfield, Halifax County.

Intermediate Department.

GRADE FOUR.

Arrington, Cora	Enfield, Halifax County.
Arrington, Martha	Enfield, Halifax County.
Arrington, Walter	Enfield, Halifax County.
Arrington, Isham	Enfield, Halifax County.
Battle, David	Whitakers, Nash County.
Brown, Peturs (b)	Goldsboro, Wayne County.
Bullock, Ethel (b)	Scotland Neck, Halifax County.
Carlisle, Atmus	Whitakers, Edgecombe County.
Cox, Priscilla	Dudley, Wayne County.
Foster, Moses (b)	Creedmore, Granville County.
Garrett, Lucy	Whitakers, Nash County.
Gray, Lawrence (b)	High Point, Guilford County.
Hall, Lillian (b)	Graham, Alamance County.
Harrison, Mary	Whitakers, Nash County.
Howe, Valentine (b)	Wilmington, New Hanover County.
Inborden, Julia	Enfield, Halifax County.
Johnson, Mark (b)	Tillery, Halifax County.
Jones, Charles (b)	Battleboro, Edgecombe County.
Jones, Charles (b)	New Haven, Conn.
Jones, Herman (b)	Falling Creek, Lenoir County.
Lynch, Mary (b)	Ringwood, Halifax County.
Lynch, Lydia (b)	Ringwood, Halifax County.
Moore, Fenner (b)	Wilson, Wilson County.
Moore, John (b)	Wilmington, New Hanover County.
Mosely, Madie (b)	LaGrange, Lenoir County.
Ponton, Roberta	Halifax, Halifax County.
Robbins, Martha (b)	Wilson, Wilson County.
Scarborough, Mary (b)	Wilson, Wilson County.
Scott, Carrie (b)	Charlotte, Mecklenburg County.
Speight, Clyde	Whitakers, Nash County.
Taylor, Mattie (b)	New York, N. Y.
Wiggins, Dunie	Enfield, Halifax County.
Williams, James (b)	New Bern, Craven County.
Wooten, Hannah (b)	LaGrange, Lenoir County.

GRADE FIVE.

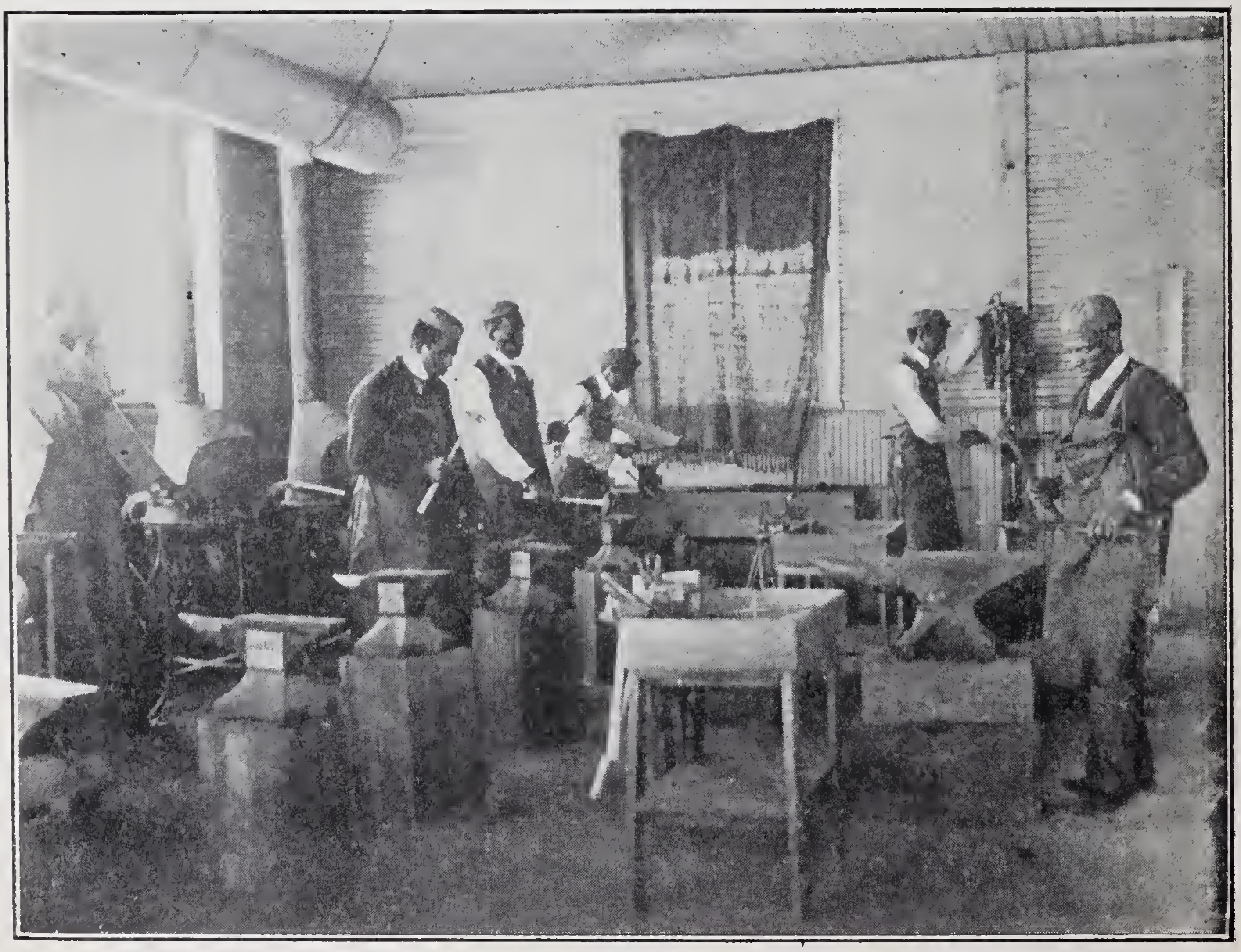
NAME.	POST OFFICE.
Battle, Mary (b)	Battleboro, Edgecombe County.
Best, Anna (b)	Wilson, Wilson County.
Boone, Robert (b)	Seaboard, Northampton County.
Bryant, Harrod (b)	Goldsboro, Wayne County.
Cofield, Undean	Enfield, Halifax County.
Colson, Walter (b)	Ansonville, Anson County.
Dixon, Memory	Whitakers, Nash County.
Hill, Noah (b)	Rocky Mount, Edgecombe County.
Hill, Lafayette	Enfield, Halifax County.
Jones, Willie (b)	Penelo, Edgecombe County.
Lewis, Bessie	Enfield, Halifax County.
Pitts, Lucinda (b)	Newberry, S. C.
Reid, Annie (b)	Lowell, Gaston County.
Saunders, John (b)	Selma, Johnston County.
Tate, Willie (b)	Dudley, Wayne County.
Wallace, Charles (b)	Weldon, Halifax County.
Whitaker, Annie	Enfield, Halifax County.
Whitaker, Nannie	Enfield, Halifax County.

Grammar Department.

GRADE SIX.

Arrington, Daisy	Enfield, Halifax County.
Arrington, Carrie	Enfield, Halifax County.
Battle, Ida (b)	Washington, D. C.
Cogdell, Minnie (b)	Goldsboro, Wayne County.
Fields, John (b)	Goldsboro, Wayne County.
Harrison, Joseph	Whitakers, Nash County.
Henderson, Benjamin (b)	Rocky Mount, Edgecombe County.
Hill, Willie (b)	Rocky Mount, Edgecombe County.
Hunter, Fannie	Whitakers, Nash County.
Hunter, Estella (b)	Rocky Mount, Nash County.
Hunter, Olive	Enfield, Halifax County.
Johns, Lois	Dudley, Wayne County.
King, Gwendolyn	Bloomfield, N. J.
McCoy, Terrell (b)	Pekin, Montgomery County.
Parker, Emmett (b)	Magruder, Va.
Phillips, Fred	Whitakers, Nash County.
Read, Ida (b)	Tarboro, Edgecombe County.

WOOD-WORK DEPARTMENT.



FORGING DEPARTMENT.

NAME.	POST OFFICE.
Saunders, Joseph (b)	Selma, Johnston County.
Taylor, Charles	Enfield, Halifax County.
Thompson, Thomas (b)	Saulston, Wayne County.
Whisenant, Ernest (b)	Talladega, Ala.

Grade Seven.

Arrington, Samuel	Enfield, Halifax County.
Baskerville, Lyda (b)	Goldsboro, Wayne County.
Baskerville, Janey (b)	Goldsboro, Wayne County.
Bullock, Benjamin	Enfield, Halifax County.
Dozier, Isaiah	Glenview, Halifax County.
Hall, Willie (b)	Graham ,Alamance County.
Hammond, Sadie (b)	Alexandria, Va.
Lee, Nathaniel (b)	Greensboro, Guilford County.
Long, Hilliard (b)	Hillsboro, Orange County.
Mosely, Albert (b)	LaGrange, Lenoir County.
Tillery, Lucy (b)	Enfield, Halifax County.

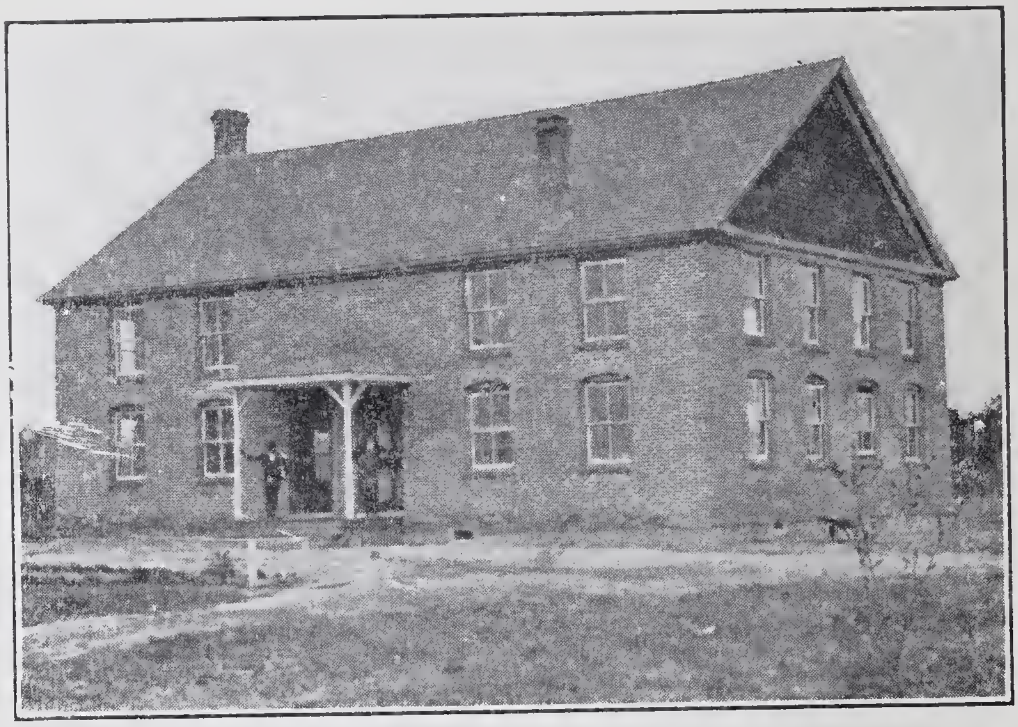
Grade Eight.

Abbott, Louis (b)	Asheville, Buncombe County.
Bunn, Isaac	Enfield, Halifax County.
Carlisle, Lizzie	Whitakers, Nash County.
Cofield, Anna	Enfield, Halifax County.
Coats, Gertrude	Seaboard, Northampton County.
Conigland, Cozy	Enfield, Halifax County.
Cooke, Samanna (b)	Rocky Mount, Nash County.
Croom, James (b)	LaGrange, Lenoir County.
Hicks, Essex (b)	Enfield, Halifax County.
Pair, William (b)	Raleigh, Wake County.
Pittman, Cary (b)	Enfield, Halifax County.
Rhodes, Annie (b)	Williamston, Martin County.
Tillery, Major (b)	Enfield, Halifax County.
Williams, Julian (b)	Tarboro, Edgecombe County.

Normal Department.

First Year—Grade Nine.

Bullock, Martha	Enfield, Halifax County.
Bullock, George	Enfield, Halifax County.
Faison, Samuel (b)	Dudley, Wayne County.
Hill, Martha	Enfield, Halifax County.



MANUAL TRAINING SHOP.

CLASS IN SEWING.

NAME.	POST OFFICE.
Johnson, Theresa (b)	Alexandria, Va.
Jones, James (b)	Weldon, Halifax County.
Johns, Paul	Dudley, Wayne County.
Lyons, Mattie	Epworth, Edgecombe County.
Meachem, Ananias (b)	Enfield, Halifax County.
Peoples, Hattie (b)	Charlotte Mecklenburg County.
Sadgwar, Otis (b)	Wilmington, New Hanover County.

Second Year—Grade Ten.

Baskerville, Lillian (b)	Goldsboro, Wayne County.
Hilliard, Mattie (b)	Whitakers, Nash County.
Upperman, Annie (b)	Raleigh, Wake County.

Third Year—Grade Eleven.

Jacobs, Della	Dudley, Wayne County.

Fourth Year—Grade Twelve.

Ausby, James C., (b)	Enfield, Halifax County.
Croom, Ananias S., (b)	LaGrange, Lenoir County.
Green, Hattie L., (b)	Rocky Mount, Edgecombe County.
Hill, Joseph J.	Enfield, Halifax County.

Special.

Davis, M. L., (b)	Oberlin, Ohio.
Phillips, Sallie (b)	Whitakers, Nash County.

Night School.

Alston, Roberta (b)	Embro, Warren County.
Arrington, Isaac	Enfield, Halifax County.
Arrington, Bascomb	Enfield, Halifax County.
Arrington, Silas	Enfield, Halifax County.
Arrington, Harrison	Enfield, Halifax County.
Baker, Lillian (b)	Scotland Neck, Halifax County.
Ballentine, Isaiah (b)	Gold Rock, Nash County.
Boone, Dora (b)	Ringwood, Halifax County.
Daniels, Charles (b)	Weldon, Halifax County.
Davis, Lottie (b)	Wilmington, New Hanover County.
Edmondson, Frank (b)	Scotland Neck, Halifax County.
Falkener, Virginia (b)	Embro, Warren County.
Green, Elisha (b)	Creek, Warren County.
Hannon, John (b)	Weldon, Halifax County.

NAME.	POST OFFICE.
Hill, Jasper (b)	Rocky Mount, Edgecombe County.
Jacobs, Athenia (b)	Dudley, Wayne County.
Johnson, Pearl (b)	Weldon, Halifax County.
McLaurin, Willie (b)	Wilmington, New Hanover County.
Newson, Dollie (b)	Weldon, Halifax County.
Powell, Benjamin (b)	Enfield, Halifax County.
Roberts, Edward (b)	Rich Square, Northampton County.
Robinson, Walter (b)	Buell, Virginia.
Simms, Alonzo (b)	Greensboro, Guilford County.
Tillery, Annie (b)	Enfield, Halifax County.
Tillery, James (b)	Enfield, Halifax County.
Turner, Van (b)	Rocky Mount, Nash County.
Walker, Chester (b)	Wilmington, New Hanover County.
Walden, John (b)	Bryantown, Northampton County.

Music Department.

Gray, Lawrence.
Hall, Lillian.
Johns, Lois.
Johns, Paul.
Johnson, Theresa.
Reid, Annie.
Upperman, Annie.

Summary.

	Males.	Females.	Totals.
Normal Department—			
Fourth Year	3	1	4
Third Year	0	1	1
Second Year	0	3	3
First Year	6	5	11–19
Special	0	2	2– 2
Grammar Department—			
Eighth Grade	9	5	14
Seventh Grade	7	4	11
Sixth Grade	11	10	21–46
Intermediate Department—			
Fifth Grade	10	8	18
Fourth Grade	14	20	34–52

Primary Department—	*Males.*	*Females.*	*Totals.*
Third Grade	17	19	36
Second Grade	13	9	22
First Grade	6	9	15–73
Night School	19	9	28–28
Music Department	2	5	7– 7
Total,	117	110	227
Counted twice	2	5	7
Total attendance	115	105	220
Boarders	72	55	127

Number of pupils who live on school farm, 36.

States represented: Alabama, Connecticut, District of Columbia, New Jersey, New York, Ohio, North Carolina, Virginia.

Counties in North Carolina represented: Alamance, Anson, Buncombe, Craven, Edgecombe, Gaston, Granville, Guilford, Halifax, Johnston, Lenoir, Martin, Mecklenburg, Montgomery, Nash, New Hanover, Northampton, Orange, Wake, Warren, Wayne, Wilson.

ALUMNI.

CLASS 1902.

Cora Lizzie Black	Teacher Public School, Whitakers, N. C.
Olivia Johns	Teacher Graded School, Enfield, N. C.
John Robinson Stitt	Merchant, Whitakers, N. C.

(b) Means boarder.

E A WRIGHT PHILA.

PRACTICAL COOKING.

E A WRIGHT PHILA.

PRACTICAL COOKING.

COURSE OF STUDY.

Primary Department.

FIRST YEAR.

Reading—Chart, Baldwin's First Reader.

Numbers—All combinations from 1 to 10.

Language—Correcting Common Mistakes; Reproduction of Stories.

Writing—Script Letters from Copies.

Drawing—On slate, lines, angles.

Music—Scale from blackboard and chart.

SECOND YEAR.

Reading—Baldwin's Second Reader; Attention to Vowel Sounds.

Spelling—Selected from Reader.

Arithmetic—All combinations from 10 to 100.

Language—Correcting Common Mistakes; Reproduction of Stories.

Nature Studies—Plants, Animals, Color and Form.

Writing—Copy-book.

Drawing—On Scale, Music Scale; Simple Exercises.

THIRD YEAR.

Reading—Baldwin's Third Reader; Attention to Articulation, Marks.

Supplementary Reading—Special Selections for Children.

Arithmetic—Combinations from 100 to 1,000.

Language—Oral; Composition Work; Reproduction of Stories.

Geography—To Lesson 20, Barnes' Elementary.

Nature Studies—Animals, Plants, Color, Form.

Intermediate Department.

FOURTH YEAR.

First Term.

Reading—Fourth Reader, Baldwin's.

Spelling—Eclectic, McGuffey's.

Arithmetic—To page 169, Milne's Elements; Dubbs' Problems.

Geography—Page 43, Lesson 6, Barnes' Elementary.

Grammar—To Adjectives, page 31, Harvey's Elementary.

Writing—Copy-book; Music and Drawing.

Second Term.

Reading—Fourth Reader, Baldwin's.

Spelling—Eclectic, McGuffey's.

Arithmetic—To page 188, Milne's Elementary; Dubbs' Problems.

Geography—To page 57, Barnes' Elementary.

Grammar—Verbs, to page 50, Harvey's Elementary.

Writing—Copy-book; Drawing and Music.

Third Term.

Reading—Fifth Reader, Baldwin's; Elementary Sciences, Dana.

Spelling—Eclectic, McGuffey's.

Arithmetic—Through Decimal Fractions, Milne's; Dubbs' Problems.

Geography—To page 75, Barnes' Elementary.

Grammar—To Syntax, page 79, Harvey's Elementary.

Writing—Copy-book; Drawing and Music.

FIFTH YEAR.

First Term.

Reading—Fifth Reader, Baldwin's.

Spelling—Eclectic, McGuffey's.

Arithmetic—Completed, Milne's Elements.

Geography—Completed, Barnes' Elementary.

Grammar—To Voice, page 103, Harvey's Elementary.

Writing—Copy-book; Drawing and Music.

Second Term.

Reading—Fifth Reader, Baldwin's.

History—United States Elementary, Eggleston's.

Spelling—Eclectic, McGuffey's.

Arithmetic—Dubbs' Arithmetical Problems, Part I.

Geography—Reviewed, Barnes' Elementary.

Grammar—To Conjunctions, page 129, Harvey's Elementary.

Writing, Drawing, Music.

Third Term.

Reading—Fifth Reader, Baldwin's; Young People's Physiology.

Spelling—Eclectic, McGuffey's.

Arithmetic—Dubbs' Arithmetical Problems, Part I.

Geography — To the Western Hemisphere, Barnes' Complete.

Grammar—Completed and Reviewed, Harvey's Elementary.

Writing, Drawing, Music.

Grammar Department.

SIXTH YEAR.

First Term.

Reading—History of Negro Race, Johnson.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Fractions, page 99, Milne's Standard.

Geography—To page 52, Barnes' Complete.

Grammar—To Adjectives, page 42, Harvey's Revised.

Writing, Drawing, Music.

Second Term.

Reading—Elementary History of North Carolina, Allen.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Decimals, page 144, Milne's.

Grammar—To Verbs, page 73, Harvey's Revised; Composition Work.

Geography—To Pacific States, Barnes' Complete.

Writing, Drawing, Music.

Third Term.

Reading—Selections.

Spelling—Eclectic, McGuffey's.

Arithmetic — To Denominate Numbers, page 170, Milne's.

Geography—To Europe, page 98, Barnes' Complete.

Grammar—To Conjunctions, page 96, Harvey's Revised; Composition Work.

Writing, Drawing, Music.

SEVENTH YEAR.

First Term.

Reading—Selections.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Longitude and Time, page 200, Milne's.

Geography—Europe and Asia, Barnes' Complete; Map Drawing.

Grammar—To Prepositions, page 121, Harvey's Revised.

Writing, Drawing, Music.

Second Term.

Reading—Selections.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Percentage, page 230, Milne's.

Geography—Africa, Oceanica, Map Drawing, Modeling, Barnes'.

Grammar—To Arrangement of Elements, Harvey's Revised.

Writing, Drawing, Music.

Third Term.

Reading—Selections on Temperance, Humane Treatment of Dumb Animals.

Spelling—Eclectic, McGuffey's.

Arithmetic—To Interest, page 263, Milne's.

Geography—Reviewed; Map Drawing, Modeling; Barnes'.

Grammar—To Syntax, page 190, Harvey's Revised.

Writing, Drawing, Music.

EIGHTH YEAR.

First Term.

Reading—Classical Selections.
Spelling—Selections from Text-books.
Arithmetic—To Ratio, page 312, Milne's.
History—United States, Eggleston's.
Grammar—To Figures of Language, page 231 Harvey's Revised.
Writing, Drawing, Music.

Second Term.

Reading—Classical Selections.
Spelling—Selections from Text-books.
Arithmetic—To General Review Exercises, page 343, Milne's.
History—United States, Eggleston's.
Grammar—Completed, Harvey's Revised.
Writing, Drawing, Music.

Third Term.

Reading—Classical Selections.
Spelling—Selections from Text-books.
Arithmetic—Completed, Milne's.
Morals and Manners, Gow.
Writing, Drawing, Music.

Original compositions, declamations, recitations, and papers on current events are required each Friday as class rhetoricals. Every student above the fifth grade is required to appear once during the year in public rhetoricals. Composition work in connection with the grammar is also taught in the various grades.

The text-book used in Music is the National Course, by Mason. We begin with the melody songs by note, draw the staff, learn the names of lines and spaces by number, and sing by number easy intervals. This is continued in the third grade, where the names of lines and spaces by the letter and eye are learned. Singing by syllables easy intervals in key of "C." Also melodies in the key of "C." Learning names of common technical syllables. Different note values and time values. Beating 4-4, 3-4 and 2-4 time. This work is reviewed briefly in the fourth grade and fifth grade. Singing one-part melodies in the keys of "C," "F" and "G." (Second reader to page 50.) The work thus far is reviewed in the sixth and seventh grades, and more advanced work taken up. The Chromatic scale is learned, and melodies in the three keys are taken up.

Beyond the seventh grade the third book is taken up and more difficult music learned.

Our idea is to give students a rudimentary knowledge of music, so that they may be helpful and useful in the communities where they may live.

Great emphasis is placed on thoroughness of all subjects taught in these grades. We aim at Quality, rather than Quantity. Those who complete the course in a satisfactory manner will be admitted to the Normal Department. Students who have completed in other schools a course of study equivalent to the above, and who bring letters of satisfactory recommendation, will also be admitted to the Normal Department.

Normal Department.

FIRST YEAR.

First Term.—Algebra (Wells' Academic); Latin (Collar and Daniell); Bookkeeping (Bryant and Stratton).

Second Term.—Algebra (Wells' Academic); Latin (Collar and Daniell); Physical Geography (Monteith).

Third Term.—Algebra (Wells' Academic); Latin (Collar and Daniell); Principles of Agriculture (Bailey).

SECOND YEAR.

First Term—Algebra (Wells' Academic); Latin, Cæsar; English History (Anderson).

Second Term.—Rhetoric (Hill); Latin, Cæsar; Physiology (Steele).

Third Term.—Rhetoric (Hill); Latin, Cæsar; Physiology (Steele).

THIRD YEAR.

First Term.—English Literature (Halleck); General History (Anderson); Physics (Steele).

Second Term.—Geometry (Milne); General History (Anderson); Latin, Selections from Cicero.

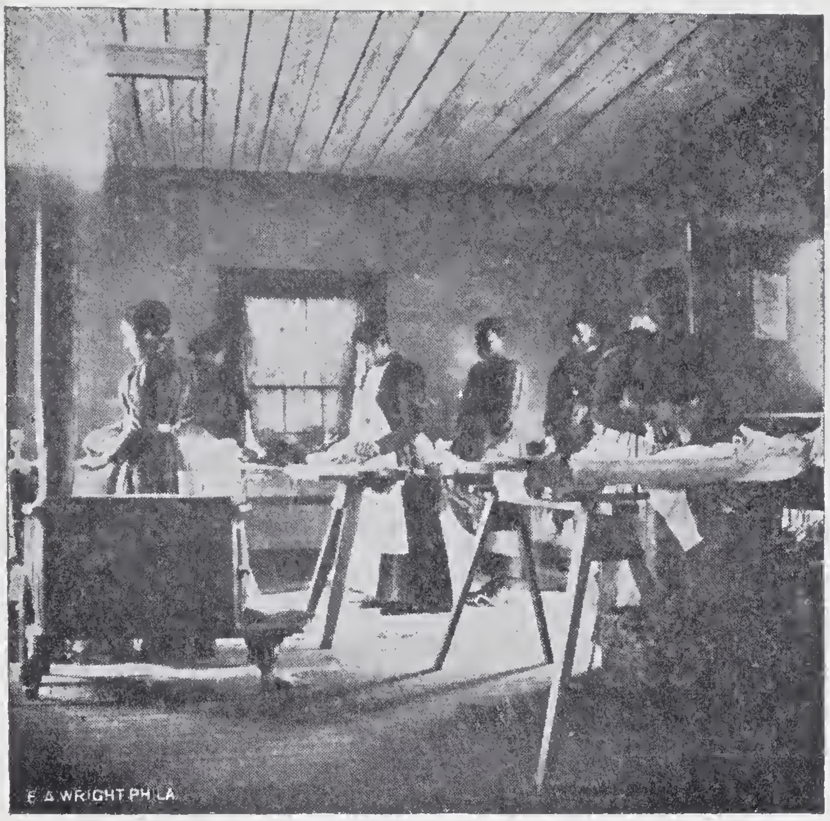
Third Term.—Geometry (Milne); Botany (Wood); Latin, Selections from Virgil.

FOURTH YEAR.

First Term.—Psychology (Halleck); Astronomy (Steele); Geology (Dana).

Second Term.—Psychology (Halleck); Chemistry (Remsen's); Civil Government (Macy).

Third Term.—Ethics (Haven); History of North Carolina (Moore); Higher Arithmetic, School Management, Review of English Branches, and Practice Teaching.


E. A. WRIGHT PHILA.

LAUNDERING.

E. A. WRIGHT PHIL.

WATER SUPPLY.

Those who complete the above courses will receive diplomas.

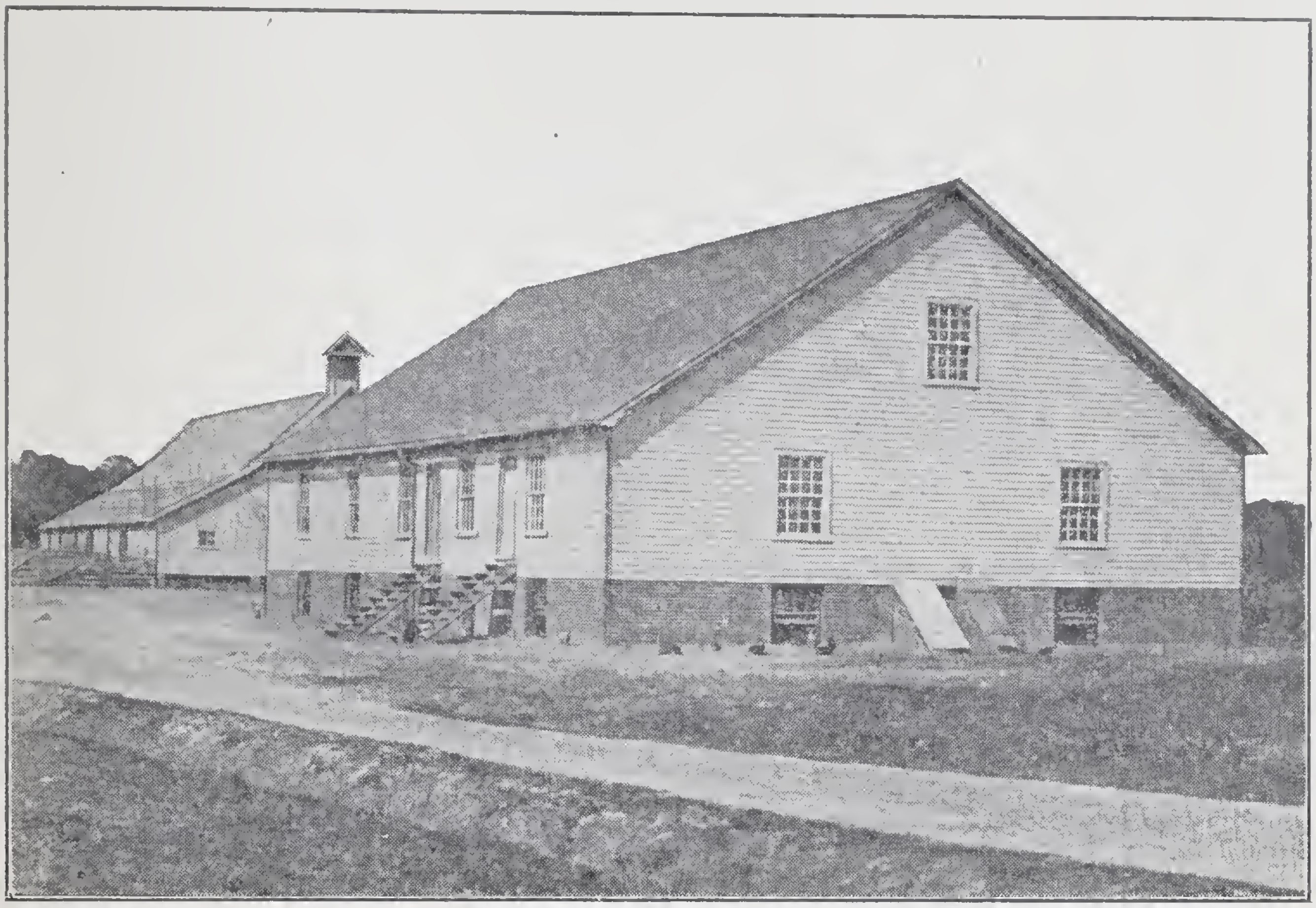
Industrial Work.

Competition in the industrial world is so great that it is almost impossible to expect success without a knowledge of the science and theory of industries, and the hand so trained that it can be efficiently applied to the most difficult work. With this in view, the Industrial Work here, together with the Manual Training, receives the most careful attention.

Course In Agriculture.

Care and treatment of live stock, raising products in the field and garden, study of the soil, conditions favorable to the growth of various seeds, manures and fertilizers, measure of lands, clearing land, drainage, seasons, bridge and road building, the harvesting of crops and care of same, care of farm horses, building fences, care of milk and butter, use of separators, use of farm machinery and its care, tree planting and care of same, poultry raising and care of same—in fact, this work is all practical and includes everything a first-class, up-to-date farmer would have to do. A very kind lady in Ohio sends us some very practical literature weekly on all the subjects named above. We shall be glad to have others show their interest in a similar manner.

As the school grows, we expect to have the course above systematized and subdivided and text-books will be brought into use; laboratory class-room work will be required.



STOREHOUSE.

READY FOR WORK.

Course in Sewing.

FIRST YEAR.

First Term.—Practice in holding the needle and thimble, running plain seams and making hems of different widths.

Second Term.—Review work of the first term. Basting, gathering, stroking, gathers, overcasting, whipping, sewing on bands, darning, patching, felling and sewing on buttons.

Third Term.—Facing, making button holes, making eyelets, different kinds of hemming and ruffling.

SECOND YEAR.

First Term.—Review of the first year's work, plain sewing, making drawers, colored shirts, plain shirts, aprons, hemstitching.

Second Term.—Making overalls, plain white shirts, girl's underwear and fancy work.

Third Term.—Taking measurements, cutting white shirts, underwaists and drawers, making the same and sewing on ruffles and all kinds of trimmings.

THIRD YEAR.

First Term.—Review of second year's work; basting, drafting and taking measurements, learning to use patterns.

Second Term.—Basting, hanging and trimming skirts, putting on bindings, braids and belts, pressing.

Third Term.—Cutting, basting, fitting waists and finishing off work neatly. The use of a machine, application of all the above principles. Designing and selection of colors and style best adapted to different individuals.

All through this course there are talks on hygienic dressing. Students above the third grade are required to take this course. If there are those who wish to fit themselves for dressmaking, and who do not want the academic work, they can finish the course in a shorter period.

Manual Training.

FIRST YEAR.

The course in wood work extends over a period of three years. During the first year a thorough course in Sloyd is given. In this course we endeavor to awaken the student's interest in the subject; to cultivate neatness, accuracy, and industry, and to give a knowledge of the use and care of the general woodworking tools. To obtain these ends, each pupil makes the following set of models: 1. Wedge. 2. Flower Pin. 3. Flower Stick. 4. Tool Rack. 5. Coat Hanger. 6. Cutting Board. 7. Flowerpot Stand. 8. Flowerpot Stool. 9. Bench Hook. 10. Hatchet Handle. 11. Hammer Handle. 12. Corner Bracket. 13. Paper Knife. 14. Ruler. 15. Towel Roller. 16. Picture Frame. 17. Miter Frame. 18. Box. 19. Pin Tray. 20. Cake Spoon. 21. Flour Scoop. 22. Book Rack. 23. Drawing Board. 24. Knife Box. 25. Tray. 26. Tool Chest

These models are either made from blue prints or from drawings placed upon the board by the instructor, and they involve exercises in all the ordinary methods of preparing, forming and joining wood. This course requires 150 hours.

SECOND YEAR.

The work of this year is based directly upon the principles learned during the first year. The models made are of a more technical nature than those of the previous year, and demand a greater degree of skill and accuracy. They cover about all of the joints used in house building and cabinet making.

The subject matter of Stickles' and Goss' text-books on bench work is presented to the class by the instructor in the form of "talks."

THIRD YEAR.

The work of this year is planned to give the student an opportunity to apply the knowledge of joinery gained in the previous courses in the construction of full-size models selected to this end. The following models have been used and the list is constantly being increased: 1. Tool Chests. 2. Tool Cabinets. 3. Work Benches. 4. Panel Doors. 5. Tea Tables. 6. Music Racks. 7. Folding Screens. 8. Step Ladders. 9. Tabourettes. 10. Hall Seats. 11. Morris Chairs. 12. Writing Desks, etc.

The shop is provided with a turning lathe and a combination sawing and shaping machine. Advanced students are taught the use of these as far as possible.

Forging.

FOURTH YEAR.

Instruction is given in the selection of fuel, the care and management of fire, the regulation of heat; care and use of the ordinary tools for working iron and steel. Exercises are given to develop skill in the common processes

E. A. WRIGHT PHILA

CLEARING LAND.

BREAKING UP THE GROUND.

of forging, such as drawing out, upsetting, shaping, bending, twisting, cutting, and punching; scarfing, welding, case-hardening, annealing and tempering. These processes are applied in the production of hasps, staples, chain-hooks, log-chains, bolts and nuts, tongs, chisels, hammers, punches, etc.

Some attention is given to bent-iron work in the making of flower and lamp stands, umbrella racks, brackets, door pulls, and other artistic designs. All models are made from drawings as far as possible.

The shop is provided with a press drill, a polishing and grinding machine, and a full set of screw plates. Students are taught the care and use of these.

As time permits, lectures are given on the smelting of iron ores and the processes used in the production of cast iron, malleable iron, wrought iron, and the different kinds of steel, and the other subjects related to this field.

Mechanical Drawing.

This course is given after the courses in wood and iron work have been completed. The work is arranged with special reference to giving the student a thorough knowledge of working drawings, fitting him to make and work intelligently from the same, and to cultivate his ability to draw working drafts, plans, elevations and sections of models, tools, machines, etc., in the line of mechanical courses given.

The course covers about the following ground:

1. Spacing and drawing lines.
2. Making joints—
   (a) between straight lines;
   (b) between straight and curved lines;
   (c) between curved lines.

3. Making block and other styles of letters.
4. Geometrical problems.
5. Studies in orthographic and isometric projection.
6. Making plans, elevations and sections from copy.
7. Making same from models, using different scales.
8. Getting out bills of material and estimating cost of same.
9. Tracing.
10. Blue printing.

During the course thorough drill is given in the computation of irregular areas by short methods.

The work of the manual training is rated the same as the academic work of the institution. Students who fail to receive passing marks in any of the industries, must make up or pass satisfactory examination upon the work before taking up the advanced work of the next grade or subject.

All the work, whether in the shop, field, kitchen, laundry or class-room, is planned with reference to its educational value.

MISCELLANEOUS.

Organization.

Joseph Keasbey Brick Agricultural, Industrial and Normal School was organized in 1895 by the American Missionary Association.

Location.

The School is situated on the east side of the Atlantic Coast Line, the principal railroad between New York and Florida. It is three miles south of Enfield, and twenty-two miles south of Weldon. From a geological point of view, the location is full of interest. The soil is composed of alternate layers of sand, clay and gravel. Below this we find marl in abundance. The section was doubtless washed by the waters of the Atlantic Ocean. Fossils of submarine animals may also be found. Huge boulders are left here and there to remind us that some powerful force has been at work. Vegetation is luxuriant. Almost every tree and plant found in this zone may be found here.

Historically considered, no section of the State has more interest than the three counties, Edgecombe, Nash and Halifax, which join our school farm. It was the seat of the aristocracy of the State. The community is proud of its sires and their deeds.

The climate is mild, the water is excellent, and all the surroundings are healthful and good. Fishing Creek, which is a navigable stream, affords an excellent opportunity to students and teachers alike who have the time and taste for fishing. It winds around our farm for nearly two miles. Students who are seeking a quiet retreat for study can find no better location in the State than the Brick School.

Aim.

The aim of the school is to teach young people to respect themselves and to respect others, to form true ideas and correct habits of life; to give them that mental discipline which, when combined with the industrial, will fit them to fill, with honor and proficiency, the practical and responsible places in the homes and in the various communities where they may live. There was a time when the Negro did practically no thinking for himself. Some one else did it for him. He had only to do what he was told to do. To-day it is different. The Negro is thrown upon his own responsibility. He is valuable to himself and to others only according to the amount of thought put into his work and life. Here the academic work in the class-room, the manual training work in the shop, and other forms of industrial work, are planned according to their adaptability to develop that thought.

Careful attention is given to the moral training, also, of those who attend the School. The School discourages the use of liquors in every form, except for medical purposes, prescribed by a reputable physician. We believe that the evil characteristics so often attributed to the Negro are due to environments and early habits; when the environments and habits are changed, as we are trying to change them here, the evil characteristics will be removed.

The School is not sectarian, but the Bible is in daily use, and its teachings made the guide and controlling spirit of the work.

Advantages.

The School owns a farm of 1,429 acres of the best land in this section of the State. The buildings and campus are located in the western part of the farm, from which the view of the entire farm is most beautiful. Fields which, eight years ago, were waste places, are to-day changed into beautiful walks, driveways and lawns.

The teachers are graduates from some of the best schools in the country, among which we mention the A. and M. College of North Carolina; Avery Institute, of Charleston, South Carolina; Atlanta University, Atlanta, Georgia; Talladega College, Talladega, Alabama; Fisk University, Nashville, Tennessee, and Oberlin College, Oberlin, Ohio. They have been chosen for their special fitness for this particular field.

Elma Hall, two and a half stories high, with large, well-furnished class-rooms, and an assembly room, furnishes accommodation for nearly five hundred people.

The morning of February 5, Benedict Hall, the girls' dormitory, was burned to the ground, and since that time the young ladies have been occupying Beard Hall, which is described below. There is now in the process of erection a hall for Domestic Science. In this will be located the school kitchen and dining-room, and also a dozen or more rooms for the accommodation of young women while studying Domestic Science. The work in this building will be conducted on the order of a Model Home, the appointments harmonizing with those in the other buildings. As soon as this building is completed, work will begin on another Benedict Hall. We hope to have both halls finished by the time school opens.

One of the boys' dormitories, Brewster Hall, is three stories high. It is 94 feet long and 37 feet wide. It has 36 sleeping rooms, two bath-rooms with three bath tubs and lavatories, a study room and two linen rooms. The building is heated with hot air, and is furnished with hot and cold water. The rooms are large and airy, ventilation and drainage good. The halls are also provided against fire.

The boys' new dormitory, Beard Hall, has been recently completed and furnished. It is very similar to Brewster Hall, though larger. It is a three-storied building, built of brick and stone, with gray granite trimmings. In the entire building are about fifty rooms, forty-one sleeping apartments, with bath-rooms and linen closets. On the first floor are the Principal's and Treasurer's offices, the library and reading-rooms. The few books which the school owns have been arranged on the shelves in the library, so that the apartment presents quite a comfortable appearance. We have, as yet, a library in embryo only, and we trust our kind friends will remember us in this department also. The building presents a very handsome appearance, and the increased accommodation which it gives greatly facilitates the work of the School.

The Manual Training Shop stands near Elma Hall, just north of Ingraham Chapel. It has four large rooms. Two on the first floor to accommodate the departments of wood work and iron work, and two on the second floor for light machinery and the Department of Mechanical Drawing. These rooms are well furnished for the work that is done in them.

Standing near Benedict Hall is the Laundry, in which

E. A. WRIGHT PHILA.

HARVESTING HAY.

A.H.B.
E. A. WRIGHT PHILA.

SMALL HERD.

the girls do their washing. We hope soon to replace this building with one that is modern and that comes nearer meeting the growing needs of the School.

The Principal's Home stands just east of Brewster Hall, where it commands a view of all the other buildings. It is a two-story cottage with three bed-rooms, kitchen, dining-room, sitting-room, parlor, and bath-rooms, a cement cellar for storing vegetables, and an attic.

North of Brewster Hall are two more cottages, occupied by students and families.

Still further north is the cellar and store-house. This building is 80 feet long and 50 feet wide. The basement is 9 feet high, with cement floor. Here the farm produce is stored. The rooms above the cellar are used for farm tools and grains. In close proximity stands the corn-crib.

Just north of the cellar and store-house stands the barn. This is 112 feet long and 60 feet wide. It contains box-stalls, feed-rooms, harness-rooms, and the farm manager's office. It has divisions for cows, wagons and work animals. Everything about the barn is modern, and the methods of sanitation most improved.

West of the Manual Training Shop is located a tank and an æromotor wind-mill, which supplies all the buildings, the campus and garden with excellent water. Aside from this, each building is supplied with water which is gotten by boring fifteen or twenty feet into the earth, and pipes are put into these holes and the water is pumped up clear, beautiful, cool and free from contamination with surface dust. The pipes from the wind-mill are also connected with the force-pump pipes in the

E A WRIGHT PHILA

POULTRY YARD.

E A WRIGHT PH

PICKING STRAWBERRIES.

various buildings, so that if the mill or pumps get out of repair we may always get water. It seldom happens that both get out of repair at the same time.

A prominent physician of Enfield says that since the beginning of our work here there has been less sickness attributable to local causes on the place than in any community in this section. We attribute the healthfulness of the place to the following causes: The good water, the pine woods about us, the cleanliness of our yards and buildings, and to the fact that we allow no accumulations to collect in the ditches. The ditches are kept open and the swamps are kept cleared, so that the sun can reach the earth.

Between Elma Hall and the Manual Training Shop is located Ingraham Chapel. This is a most beautiful building, and has a seating capacity of about a thousand people. It is finished in the best style. It has a large auditorium, a balcony, and five rooms in which instrumental music will be taught. These rooms have sliding and folding doors, so that when it is necessary to seat a large crowd, they can be thrown into the main auditorium. It is nicely furnished.

Not far away, but still on our school farm, are six thrifty families in our little cottages, educating their children in our School and working the soil for their bread. What an inspiration! They and we are solving the problem. If any one doubts it, let him come here and see.

This School, with farm buildings and equipment, is a beautiful memorial to a beautiful life. Our friend, Mrs. Brick, thought nothing too good for the training of boys and girls to Christian manhood and womanhood. These advantages are all for you. Will you take them?

Membership.

For membership in this School, all applicants must have a good moral standing. Those from abroad should bring letters of satisfactory recommendation.

Day students and boarders are under the same general regulations of the School. All students should be present at the beginning of the school year, and remain the entire school session, if possible.

For a student to retain his place in his class, all lessons lost for any reason must be made up. Those who do not make up lost lessons will not be allowed to take the Term Examinations; and hence will not be promoted. Students absenting themselves from examinations will be required to take such examination before being promoted, and a charge of twenty-five cents will be made for the same.

Students from abroad are advised not to travel on the Sabbath. Those who intend to leave school during the session, should notify the Principal.

Students are required to attend the industrial classes with the same regularity as they do their other classes. They must provide their own books.

Fire-arms, snuff, tobacco, intoxicants, and profanity will not be allowed on the grounds, nor tolerated in any way. Students are not expected to leave the School grounds without an excuse from the Principal, or the matron of the hall in which they live

Religious.

Aside from the Christian societies mentioned below, the School has preaching every Sunday by Rev. R. B. Johns.

The Societies.

The Young Men's Christian Association is conducted entirely by the young men of the School. They have their meeting every Sunday afternoon, and their various committees have done very much to help the people in the surrounding communities.

The Y. P. S. C. E. is conducted by the young ladies of the School. They have their meeting every Sunday afternoon.

There are five King's Daughters circles, which are conducted by the lady teachers. They meet at a convenient hour during the week.

The Young Women's Christian Temperance Union meets every two weeks. It is conducted by the students under the guidance of one of the lady teachers.

The Christian spirit of the entire School is very much strengthened by these organizations.

Sunday School and Sunday evening prayer-meetings are maintained through the year. The day teachers teach the Sunday School classes, and the gentlemen teachers take their turn in leading the Sunday evening prayer-meetings.

All the students are required to attend the Sunday School and the Sunday evening meetings, unless they are excused by the matrons.

Those who are not in the boarding department are encouraged to attend similar services at their own churches.

Rules.

Few rules need be given, except such as should govern every well-ordered home. None will be given that may not be embraced in the Golden Rule: "Do unto others as you would that others should do unto you."

It is expected that these rules include

1. Neatness of person and dress.
2. Purity of word and of behaviour.
3. Cleanliness of desks, books and rooms.
4. Students defacing the walls or furniture of any of the buildings, dormitories, shops, or barn, either with knives, nails, pencils or crayon, are liable to suspension.
5. Courteous bearing to teachers and fellow students.
6. Punctuality in every duty.
7. Earnest devotion to school work.
8. Quietness in all movements.
9. Respect for the rights of others in all things.
10. Obedience to the laws of love and duty.

Those who enter the School are expected to accept these regulations and abide by them at once. Those who can not abide by them will not be retained in the School, and they may be suspended or dismissed as the Principal and teachers think best.

Dress.

It would be well for all students to provide themselves with rubber overshoes and rubber cloaks and coats for rainy weather. It is a fact that most of the sickness we have had in our School has been on account of the need of comfortable clothes to keep the body warm.

We advise that at Commencement, all the young ladies wear plain white dresses, with a ribbon belt.

We shall not allow students *upon any occasion* to wear *silk waists, satin waists*, or dress skirts of either material. Expensive or elaborate trimmings of any kind will be forbidden. We expect students to be dressed comfortably and *modestly.*

Literary Societies.

The students have a Literary Society, which meets once every two weeks. At each meeting a programme is rendered, consisting of debates, orations, essays, readings, etc.

Expenses.

Tuition in the Primary Grades, per month	$0.50
Tuition in the Intermediate Grades, per month	.50
Tuition in the Grammar Grades, per month	.50
Tuition in the Normal Grades, per month	.50
Tuition in Instrumental Music, eight lessons, per month	2.00
Tuition and board, including furnished room, heat, light and washing, per calendar month, payable on the day of entry	8.00
Extra examinations, each	.25

No reduction will be made for absence from school for less than two consecutive weeks.

In the Primary and Intermediate Grades, books will cost about	$2.50
In the Grammar Grades books will cost about	4.00
In the Normal Department books will cost about	5.00
Medical fee, which insures the attention of a physician in case of sickness, but does not include medicine and drugs	1.00

Students who are admitted to the boarding department and day school on the condition of paying a part of their bills in work, are expected to give satisfaction in their work. If they do not give satisfaction in their work, bills will be sent to their parents or guardians for an amount to cover the cost of all expenses.

No student should come to the School expecting to pay all or a part of his expenses in work without previous correspondence with the Principal.

Students who leave school during the session without an excuse from the Principal and a statement of their financial standing from the School Treasurer, will be considered dishonorably dismissed.

General Information.

Books will not be sold on credit. The medical fee of one dollar must be paid when the student registers at the Treasurer's office. All bills are payable strictly in advance. When parents and students receive statements of their accounts, they should comply with the regulations and make remittances at once. Remittances in payment of bills should be made by post office money order, bank draft, registered letter or by express, Money orders and drafts should be made payable to T. S. Inborden, Principal, or Isadore Martin, Treasurer.

All books used in the School may be obtained at the Treasurer's office.

All students in the boarding department are expected to work one hour each day without remuneration, except the general privileges of the School.

Students and trunks will be taken to and from the train at Enfield the day before the opening and day after the closing of each term. The charge for this service is twenty-five cents. Baggage without student, or student without baggage, will cost fifteen cents.

Students wishing letters of honorable dismission from the School should settle all bills before asking for such letters.

Students who wish to join the work department of the School are requested to read carefully what is below under "Special Opportunities," and then write to the Principal or Treasurer, stating whether they can comply with those regulations.

Special Opportunities.

The School owns a farm of 1,429 acres. Ten or fifteen young men, by working on this farm, receive all the privileges of the boarding department, including furnished room, heat, light and washing, the advantages of the Night School, and the opportunity of earning from eight to ten dollars per month, to be placed to their credit account in the institution, and applied to their board account when they enter the day school.

Work students are required to stay in the work department one year from the time of entrance. Such students must be over sixteen years old, healthy, and able to do farm work. They should come prepared to buy their books. Work students who do not abide by the regulations, and who do not give satisfaction in their work, will not be retained in the School, and *on being sent away forfeit their right to their earnings.* What they earn is not transferable, but must be used to pay their board bills while they are in school. No fixed sum is guaranteed to students for their labor. Their work is valued according to the kind done, and the spirit with which it is done. All work is instructive and methodical, and under the supervision of experienced teachers.

To Parents.

Parents are invited to visit the School from time to time and note the progress of their children. They should unite with the teachers in enforcing prompt and regular attendance, in maintaining good order and discipline in the home, class-rooms, and on the public highways. They should see that their children give a reasonable part of their time to the preparation of their lessons while at home, and under good conditions. They need quietness, a table and a light.

When little troubles happen among children, as they often do, they should not be left to them to fight out on the roads, but parents should settle them in an amicable way.

Children can not progress in their studies when they are in all sorts of society, on the streets and elsewhere, at all hours of the night. They can not be advanced with their grades when they lose a third or half of the school year. They can not afford to lose a single day.

When you send money to the School, always require your children to bring receipts, and you keep these receipts; in doing so you keep up with your business. Never allow your account to run behind. It is easier to pay a small bill than a large one. When you can't possibly meet your obligations, do not send any word by the children, but come yourself and make such arrangements with the School Treasurer as will give satisfaction.

Do not keep your children out of school because you can not dress them as well as Mr. A. They can be clean and neat without finery. Brain does not always accompany fine clothes.

If you want your children usefully educated, a few things are absolutely necessary on your part—an early start, a sacrifice, and a will.

Views.

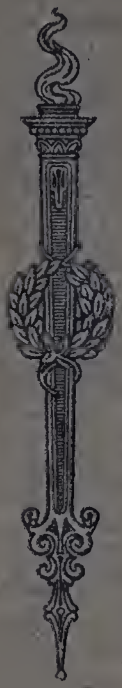
The views given in the preceding pages are actual representations of the work as it is carried on day by day throughout the year. They may be ever so good, yet it is impossible to put into a photograph or steel engraving the natural tints and colorings of nature, especially when it is assisted by efficient labor. If anything, the views fail to do justice to the work that is in operation. Our friends will have to come and see for themselves.

For further information, write to

T. S. INBORDEN, *Principal,* or
ISADORE MARTIN, *Treasurer.*

Joseph Keasbey Brick

AGRICULTURAL, INDUSTRIAL
AND NORMAL SCHOOL



Bricks, North Carolina

1913 - 1914

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CATALOGUE

OF THE

TEACHERS AND STUDENTS

OF

JOSEPH KEASBEY BRICK
Agricultural, Industrial and Normal School

BRICKS, N. C.

With Statement of Courses of Study, Expenses and
Genenral Information

For the School Year 1913–1914

MURRAY BROS. PRINTING CO.
WASHINGTON, D. C.
1914

Calendar 1914-1915

1914.

Monday, September 28—Boarding Department opens and school begins.

Thursday, November 26—Thanksgiving. Social in the evening.

Friday, Nevember 28—Public Rhetoricals.

Friday, December 11—Public Rhetoricals.

Wednesday, December 24—Christmas Vacation.

1915.

Monday, January 4—Winter Term begins.

Friday, January 29—Public Rhetoricals.

Saturday, February 20—Farmers' Day.

Monday, February 22—Washington's Birthday.

Friday, February 26—Public Rhetoricals.

Friday, March 12—Winter Term ends.

Friday, March 26—Public Rhetoricals.

Friday, April 9—Public Rhetoricals.

Friday, April 23—Public Rhetoricals.

Saturday, May 1—Founder's Day.

Sunday, May 23—Baccalaureate Sermon.

THE SCHOOL IS UNDER THE CARE AND
SUPERVISION OF THE

American Missionary Association

CONGREGATIONAL ROOMS
FOURTH AVENUE AND TWENTY-SECOND STREET, NEW YORK, N. Y.

REV. A. F. BEARD, D.D., Honorary Secretary and Editor.

CORRESPONDING SECRETARIES:

REV. C. J. RYDER, D.D.
REV. H. PAUL DOUGLASS, D.D.

TREASURER:

IRVING C. GAYLORD, ESQ.

DISTRICT SECRETARIES:

REV. GEORGE H. GUTTERSON, Congregational House, Boston, Mass.
REV. L. O. BAIRD, D.D., 153 LaSalle Street, Chicago, Ill.

SECRETARY OF WOMAN'S BUREAU:

MRS. F. W. WILCOX, New York Office.

FIELD MISSIONARY:

REV. GEORGE W. MOORE, 926 North Addison Avenue, Nashville, Tenn.

Faculty

Academic Department

T. S. INBORDEN, M.A., Principal.

J. C. OLDEN, A.B., Treasurer.

FRANK COLEMAN, B.S.,
Science.

Miss DESRETTE H. HODGES, A.B.,
Latin and English.

Mrs. S. J. E. INBORDEN, B.L.,
Mathematics.

MISS ANNE E. BROWN, Pd. B.,
History.

Miss PATTI K. CASHIN,
Sixth Grade.

Miss PEARL JOHNSON,
Fifth Grade.

MRS. J. C. OLDEN,
Fourth Grade.

Miss LUCILLE McLENDON,
Primary Department.

Industrial Department

JOSEPH FLETCHER, A.B.,
Manual Training.

E. F. COLSON, B.Agr.,
Agriculture.

H. G. FORNEY, B.Agr.
Farm Manager.

Mrs. A. L. DAVIS,
Sewing and Matron of Brewster Hall.

Miss LAUNARD E. COBBS,
Domestic Science.

Mrs. E. S. ROBERTS,
Laundry and Preceptress of Benedict Hall,

Miss MARY V. LITTLE,
Matron of Dining Hall.

Music Department

Mrs. S. H. FLETCHER, A.B.,
Instrumental and Vocal Music.

Miss LILLIAN HALL,
Assistant to the Treasurer.

Students

Primary Department

First Grade

Burnette, Addie L.	Bricks, N. C.
Burnette, Sylvester	Bricks, N. C.
Forney, Harding	Bricks, N. C.
Phillips, Evelyn	Bricks, N. C.
Washington, George	Whitakers, N. C.
Washington, Hattie	Whitakers, N. C.
Washington, Mary	Whitakers, N. C.
Whitehead, Ruther	Bricks, N. C.
Williams, William Henry	Whitakers, N. C.

Second Grade

Bryant, Eleanor	Whitakers, N. C.
Forbes, Cornelius	Enfield, N. C.
Hill, Irene (b)	Whitakers, N. C.
Johnson, Lucy	Whitakers, N. C.
Joyner, Lee (b)	Woodland, N. C.
Lyons, Cornellum	Bricks, N. C.
Speight, Mabel	Whitakers, N. C.
Speight, Lucille	Whitakers, N. C.
Speight, Theodore	Whitakers, N. C.
Taylor, Gertrude	Whitakers, N. C.
Whitaker, Edward	Whitakers, N. C.
Whitehead, Celta	Bricks, N. C.
Williams, William	Whitakers, N. C.
Woodard, Josephus	Whitakers, N. C.

Third Grade.

Arrington, Joseph	Whitakers, N. C.
Bailey, Kate (b)	Enfield, N. C.
Bass, Vevia (b)	Battleboro, N. C.
Bell, Moses	Enfield, N. C.
Bellamy, Rena (b)	Sharpsburg, N. C.
Bryant, Rosa	Whitakers, N. C.
Bryant, Henry (b)	Nashville, N. C.
Burnette, Mary	Bricks, N. C.
Burnette, Anna	Enfield, N. C.
Burnette, Callie	Enfield, N. C.
Burnette, Willie	Enfield, N. C.
Cause, Joseph	Bricks, N. C.

(b) Means boarder

Daniels, George (b)	Enfield, N. C.
Daughtery, Penina	Bricks, N. C.
Daughtery, Janey	Bricks, N. C.
Everette, Ruth (b)	Lagrange, N. C.
Fletcher, Elizabeth (b)	Bricks, N. C.
Garrett, Richard	Bricks, N. C.
Garrett, William	Bricks, N. C.
Gorham, Robert	Enfield, N. C.
Graham, Gandis	Enfield, N. C.
Gunter, Richard	Enfield, N. C.
Hill, Mary	Whitakers, N. C.
Hilliard, George	Whitakers, N. C.
Hobby, Lillie (b)	Rocky Mount, N. C.
Houser, Cary	Enfield, N. C.
Hunter, Nathaniel	Enfield, N. C.
Lewis, William (b)	Whitakers, N. C.
Lynch, George (b)	Beaufort, N. C.
Lyons, Eugene	Bricks, N. C.
McCoy, Virgil (b)	Durham, N. C.
McDowell, Robert	Whitakers, N. C.
Moye, Mattie Lee (b)	Greenville, N. C.
Murrain, Joseph	Whitakers, N. C.
Pittman, Eddie	Bricks, N. C.
Pittman, Lucian	Bricks, N. C.
Powers, Malinda (b)	Rosemary, N. C.
Reid, George	Bricks, N. C.
Robinson, Mary	Bricks, N. C.
Stevens, Wade (b)	Proctorsville, N. C.
Thorne, Katie (b)	Enfield, N. C.
Whitehead, Roosevelt	Bricks, N. C.
Whitaker, Bernard	Whitakers, N. C.
Whitaker, Joseph	Enfield, N. C.
Wills, Joseph (b)	Enfield, N. C.
Williams, Charles	Enfield, N. C.
Wingate, Lizzie	Whitakers, N. C.
Wooten, Ruth (b)	Greenville, N. C.

Intermediate Department

Fourth Grade

Anderson, Walter (b)	Middlesex, N. C.
Arrington, Luther	Bricks, N.C.
Atkinson, Bertha (b)	Greenville, N. C.
Bellamy, Caroline (b)	Speeds, N. C.
Burnell, Harry (b)	Norfolk, Va.
Burnette, James	Bricks, N. C.

STEAM LAUNDRY

STOREHOUSE

Teacher's Cottage, No. 1

Teacher's Cottage, No. 2

Carlyle, Vera	Whitakers, N. C.
Cofield, Curtis	Enfield, N. C.
Cofield, Hampton (b)	Whitakers, N. C.
Davis, Montera (b)	Enfield, N. C.
Davis, Lloyd (b)	East Orange, N. J.
Davis, Moncy (b)	Halifax, N. C.
Davis, Junius	Enfield, N. C.
Dempsey, Lillian	Whitakers, N. C.
Dickens, Blanche	Whitakers, N. C.
Dixon, James (b)	Rocky Mount, N. C.
Everett, Mary (b)	Lagrange, N. C.
Fountain, Chaney	Whitakers, N. C.
Gunter, Maude Lee	Enfield, N. C.
Harrison, Rachel	Enfield, N. C.
Hayes, Benjamin (b)	Rocky Mount, N. C.
Hinton, Chancey (b)	Raleigh, N. C.
Ivey, Maude (b)	Garysburg, N. C.
Jenkins, Josie (b)	Weldon, N. C.
Johnson, Roger (b)	Halifax, N. C.
Johnson, Lizzie (b)	Durham, N. C.
Johnson, Harriett (b)	Aurelian Springs, N. C.
Jones, Willie (b)	Durham, N. C.
Jones, Sallie	Whitakers, N. C.
Lee, Blanche (b)	Hobgood, N. C.
Lyons, Harriett (b)	Whitakers, N. C.
Lyons, McKinley,	Bricks, N. C.
Mack, Bertha	Whitakers, N. C.
Martin, Ever Beulah (b)	Aurelian Springs, N. C.
Moore, Lena (b)	Durham, N. C.
Murrain, George	Whitakers, N. C.
Murrain, Jennie	Whitakers, N. C.
Murrain, Stanley	Whitakers, N. C.
Nelson, Hattie	Enfield, N. C.
Patillo, Rufus (b)	Elams, N. C.
Pender, Mattie	Enfield, N. C.
Phillips, Bettie (b)	Whitakers, N. C.
Pippin, Bennie	Whitakers, N. C.
Pittman, Eddie (b)	Rocky Mount, N. C.
Pittman, Viola (b)	Halifax, N. C.
Powell, Columbus (b)	Parmalee, N. C.
Robinson, Pearl	Bricks, N. C.
Ruffin, John (b)	Durham, N. C.
Sloan, John (b)	Enfield, N. C.
Sykes, Pearl	Enfield, N. C.
Taylor, Vernon, (b)	Salisbury, N. C.
Taylor, Lossie	Whitakers, N. C.

Williams, Nannie	Whitakers, N. C.
Williams, Oddie (b)	Kennansville, N. C.
Williamson, Mary (b)	Lucama, N. C.
Willis, Horace (b)	Whitakers, N. C.
Wilson, Jasper (b)	Durham, N. C.
Woodard, Walter	Whitakers, N. C.
Yarrell, Lualla (b)	Williamston, N. C.

Fifth Grade

Arrington, Beatrice	Bricks, N. C.
Arrington, Hosea	Bricks, N. C.
Ashe, Lillie (b)	Raleigh, N. C.
Austin, James (b)	Goldsboro, N. C.
Battle, Eva (b)	Rocky Mount, N. C.
Blount, Joseph (b)	Portsmouth, Va.
Bond, Matt	Enfield, N. C.
Boyd, Carrie (b)	Warrenton, N. C.
Bullock, Eugene (b)	Durham, N. C.
Burnette, Mamie	Enfield, N. C.
Byrd, Gertrude (b)	Whitakers, N. C.
Clark, Tobias (b)	Durham, N. C.
Crenshaw, Maude (b)	Raleigh, N. C.
Davis, Madge (b)	Greenville, N. C.
Davis, Oliver (b)	Enfield, N. C.
Davis, Frank	Enfield, N. C.
Elliott, Arthur (b)	Portsmouth, Va.
Harper, Leora (b)	Lagrange, N. C.
Harris, Gertrude (b)	Greenville, N. C.
Haywood, Charles (b)	Raleigh, N. C.
Hicks, Harold (b)	Detroit, Mich.
Hill, Linwood (b)	Scotland Neck, N. C.
Howard, Clarence (b)	Suffolk, Va.
Johnson, Mahlon (b)	Durham, N. C.
Lily, George (b)	Strieby, N. C.
Lowe, Carrie	Enfield, N. C.
Lunsford, William (b)	Durham, N. C.
Martin, Ethelind (b)	Weldon, N. C.
Martin, Viola (b)	Weldon, N. C.
McWilliams, James	Enfield, N. C.
Merritt, Almira (b)	Middlesex, N. C.
Middleton, Fassett (b)	Kennansville, N. C.
Mitchell, Florence (b)	Weldon, N. C.
Phillips, Flora	Bricks, N. C.
Phillips, Ellen (b)	Asheboro, N. C.
Powell, William (b)	Tarboro, N. C.
Roberts, Evelyn (b)	Washington, D. C.

Snipe, Courtney (b)	Nashville, N. C.
Taylor, Venson (b)	Whitakers, N. C.
Thompson, Sudie (b)	Durham, N. C.
Whitaker, Arlee (b)	Enfield, N. C.
Whitehead, Isiah (b)	Tarboro, N. C.
Wilder, Almetia (b)	Lucama, N. C.
Wood Arretta Lucille (b)	Weldon, N. C.
Wright, Jesse (b)	Elm City, N. C.

Sixth Grade

Allen, James (b)	Fayetteville, N. C.
Arrington, Estelle	Bricks, N. C.
Battle, Mary	Bricks, N. C.
Bellamy, Aubrey (b)	Enfield, N. C.
Blow, William (b)	Wilson, N. C.
Bullock, Frank	Enfield, N. C.
Bullock, William (b)	Durham, N. C.
Burnette, William	Bricks, N. C.
Clapp, Mary (b)	Scotland Neck, N. C.
Cofield, Bennie	Enfield, N. C.
Davis, Nolia (b)	Richmond, Va.
Davis, Mason (b)	Amherst, Mass.
Davis, Minnie (b)	Kingston, N. C.
Devereaux, Marion	Whitakers, N. C.
Elliott, Sallie (b)	Goldsboro, N. C.
Gourdine, Frank (b)	Springfield, Mass.
Greene, Melvine (b)	Hampton, Va.
Harrell, Mary D.	Scotland Neck, N. C.
Harris, Clinton (b)	Moncure. N. C.
Hart, Maggie	Whitakers, N. C.
Herriott, Everett (b)	Springfield, Mass.
Hicks, Milo (b)	Detroit, Mich.
Hines, George (b)	Goldsboro, N. C.
James, Lucille (b)	Scotland Neck, N. C.
Johnson, Ida Belle (b)	Weldon, N. C.
Jordon, Emma (b)	Charlotte, N. C.
King, Howell (b)	Tarboro, N. C.
Lathan, Mary Lee (b)	Greenville, N. C.
Lewter, Bertha (b)	Woodland, N. C.
McNeil, Sallie (b)	Goldsboro, N. C.
Murrain, Frederick	Whitakers, N. C.
Peace, Kittie (b)	Oxford, N. C.
Phillips, Pearl	Bricks. N. C.
Pittman, Mary	Bricks, N. C.
Redrick, James (b)	St. Albans, Vt.
Ryalls, Charles (b)	Richmond, Va.

Sasser, Joseph O. (b)	Goldsboro, N. C.
Sessoms, Bessie (b)	Nashville, N. C.
Smith, Solomon (b)	Raleigh, N. C.
Simmons, Marion (b)	Burlington, N. C.
Tate, Oliver (b)	Wilmington, N. C.
Taylor, Ossie	Whitakers, N. C.
Thurston, Derrick (b)	Kingston, N. C.
Vaughan, Robert (b)	Woodland, N. C.
Williams, Carrie (b)	Weldon, N. C.
Willis, Lillie (b)	Whitakers, N. C.

Grammar Department

SEVENTH GRADE

Andrews, Phenia (b)	Wilmington, N. C.
Anthony, Naomi (b)	Weldon, N. C.
Austin, Louis (b)	Enfield, N. C.
Bernhardt, Powell (b)	Winston-Salem, N. C.
Boddie, Dorsey (b)	Rocky Mount, N. C.
Bullock, Thomas (b)	Durham, N. C.
Colson, Marie	Ansonville, N. C.
Chesson, Purvis (b)	Norfolk, Va.
Davis, Matthew (b)	Nashville, N. C.
Dixon, William (b)	Durham, N. C.
Downer, William (b)	East Orange, N. J.
Faulk, John (b)	Weldon, N. C.
Ford, Alla	Whitakers, N. C.
Ford, Hattie	Whitakers, N. C.
Grant, Mamie (b)	Wilmington, N. C.
Hill, Victoria (b)	Portsmouth, Va.
Holt, Samuel (b)	Salisbury, N. C.
Howe, Wilson (b)	Wilmington, N. C.
Huffman, Jerry (b)	Salisbury, N. C.
Kennedy, Harold (b)	Winston-Salem, N. C.
Lyons, Cornelia	Bricks, N. C.
Martin, Lillian (b)	Aurelian Springs, N. C.
Mial, Emma (b)	White Plains, N. Y.
Murrain, Sallie	Whitakers, N. C.
Phillips, Thaddeus	Bricks, N. C.
Phillips, Peter	Bricks, N. C.
Pittman, Lizzie (b)	Rocky Mount, N. C.
Proctor Harridele (b)	Richmond, Va.
Reid, Clarissa	Bricks, N. C.
Ross, Dahlia (b)	Norfolk, Va.
Saunders, Norman (b)	Selma, N. C.
Shephard, Robert (b)	Winston-Salem, N. C.

Smith, Minnie (b)	Raleigh, N. C.
Walls, James (b)	Charlotte, N. C.
Whitfield, Naomi (b)	East Orange, N. J.
Woodard, Queen Esther	Whitakers, N. C.

Eighth Grade

Alston, Major (b)	Nashville, N. C.
Broadnax, Bessie (b)	Seaboard, N. C.
Cutchin, Daniel (b)	Whitakers, N. C.
Davis, Marion (b)	East Orange, N. J.
Exum, Molester (b)	Whitakers, N. C.
Exum, Rollister (b)	Whitakers, N. C.
Inborden, Wilson	Bricks, N. C.
James, Edward D. (b)	Hobgood, N. C.
Leach, Alfred (b)	Haywood, N. C.
Martin, Rosa Belle (b)	Warsaw, N. C.
Murrain, Walter	Whitakers, N. C.
Nixon, Theodore (b)	Vaughan, N. C.
Peyton, Roberta (b)	Washington, N. C.
Phillips, Chester	Bricks, N. C.
Putney, Mary E. (b)	Weldon, N. C.
Reid, James (b)	Raiford, N. C.
Ricks, Bessie (b)	Raleigh, N. C.
Sessoms, Alexander (b)	Nashville, N. C.
Sommerville, Ruth (b)	Raymond City, W. Va.
Spencer, Anna (b)	Atlantic City, N. J.

High School

First Year

Arrington, Mary (b)	Ringwood, N. C.
Arrington, Thomas	Bricks, N. C.
Ashe, Lula (b)	Raleigh, N. C.
Booker, Arthur (b)	Greensboro, N. C.
Bullock, Jessie	Bricks, N. C.
Carlyle, Irene	Whitakers, N. C.
Frazier, Carolyn (b)	Charlotte, N. C.
Harrison, Martha (b)	Whitakers, N. C.
Lockhart, John (b)	Gastonia, N. C.
Martin, Madge (b)	Aurelian Springs, N. C.
Parish, Nora (b)	Rougemont, N. C.
Pittman, Sarah	Rocky Mount, N. C.
Ruffin, Lelia (b)	Beaufort, N. C.
Smith, Lucy (b)	Raleigh, N. C.
Smith, Richard (b)	Kenansville, N. C.

Walters, Ella (b)	Rocky Mount, N. C.
Whitaker, Jeanette (b)	Glen Cove, N. Y.
White, Colston (b)	Portsmouth, Va.
White Hopie (b)	Jacksonville, N. C.

Second Year

Anthony, Fannie (b)	Weldon, N. C.
Booker, Mattie (b)	Greensboro, N. C.
Bond, Olive	Enfield, N. C.
Hargrave, Harold Mauney (b)	Salisbury, N. C.
McLeod, Jeremiah (b)	Strieby, N. C.
Porter, Jacob (b)	Milton, Mass.
Sessoms, William (b)	Nashville, N. C.
Stevens, Winona (b)	Franklin, N. H.
Shearer, Maggie (b)	Glen Cove, N. Y.
Valentine, Charles (b)	Roanoke, Va.

Third Year

Arrington, Cora	Bricks, N. C.
Arrington, Eulah	Bricks, N. C.
Arrington, Louise	Bricks, N. C.
Inborden, Dorothy	Bricks, N. C.
Little, Hattie (b)	Wilmington, N. C.
Murrain, Augusta	Whitakers, N. C.
Payton, Olivia (b)	Tarboro, N. C.
Peyton, Maude (b)	Washington, N. C.
Pitts, Lucinda (b)	Wilson, N. C.
Powers, Laura (b)	Rosemary, N. C.
Wilson, Gertrude (b)	Charlotte, N. C.

Fourth Year

Pegram, Victoria (b)	Dallas, N. C.
Reid, Minna (b)	Charlotte, N. C.
Ross, Zenobia (b)	Norfolk, Va.
Wimberley, Richard (b)	Tarboro, N. C.

Specials

Artis, Silas (b)	Wilson, N. C.
Phillips, Edward	Bricks, N. C.
Shearer, Maggie (b)	Glen Cove, N. Y.
Williams, John B. (b)	Jersey City, N. J.

Night School

Abbott, Lugenia (b)	Kingston, N. C.
Ashford, Eleanor (b)	Clinton, N. C.
Ashford, Frederick (b)	Clinton, N. C.

Adams, George Washington (b)	Selma, N. C.
Bumpass, George (b)	Durham, N. C.
Croom, Asa (b)	Lagrange, N. C.
Croom, Martha (b)	Lagrange, N. C.
Dickens, Monroe (b)	Moncure, N. C.
Dobbin, Christopher (b)	Troy, N. C.
Eary, Augustus (b)	Kenley, N. C.
Fisher, Estella (b)	Strieby, N. C.
Gibson, Sadie (b)	Charlotte, N. C.
Hodge, Flora (b)	Goldsboro, N. C.
Jones, William (b)	Berkley, Va.
Lassiter, Vellia (b)	Strieby, N. C.
McKinney, Patience (b)	Charlotte, N. C.
Miller, Grace (b)	Charlotte, N. C.
Miller, Harriett (b)	Durham, N. C.
Parish, Bertha (b)	Rougemont, N. C.
Perkins, James (b)	Lindsays, Va.
Rhodes, Tiney (b)	Greensboro, N. C.
Robinson, Earl	Bricks, N. C.
Sapp, Isaac (b)	Troy, N. C.
Smith, Charlotte (b)	Tillery, N. C.
Smith, Bennie (b)	Scotland Neck, N. C.
Smith, Iona (b)	Scotland Neck, N. C.
Stevens, Ralph (b)	Warrenton, N. C.
White, Christine (b)	Charlotte, N. C.

Music Department

Battle, Mary
Broadnax, Bessie
Brown, Anna E.
Blount, Joseph
Bullock, Jessie
Carlyle, Irene
Carlyle, Vera
Davis, Montera
Hall, Lillian
Harrell, Mary D.
Inborden, Dorothy
Kennedy, Harold
Mack, Bertha
Martin, Lillian
Martin, Viola
Mial, Emma
Moye, Mattie Lee
Payton, Olivia
Peace, Kittie
Powell, Columbus
Powers, Laura
Redrick, James
Roberts, Evelyn
Ross, Zenobia
Whitaker, Jeanette
Wood, Lucille
Woodard, Queen Esther

Summary

High School—	*Males.*	*Females.*	*Totals.*	
Fourth Year	1	3	4	
Third Year	..	11	11	
Second Year	6	4	10	
First Year	5	14	19—	44

HIGH SCHOOL—	*Males.*	*Females.*	*Totals.*	
GRAMMAR DEPARTMENT—				
Eighth Grade	10	10	20	
Seventh Grade	19	17	36	
Sixth Grade	26	20	46	—102
INTERMEDIATE DEPARTMENT—				
Fifth Grade	22	23	45	
Fourth Grade	28	31	59	—104
PRIMARY DEPARTMENT—				
Third Grade	29	19	48	
Second Grade	7	7	14	
First Grade	4	4	8	— 70
NIGHT SCHOOL	12	16	28	— 28
MUSIC DEPARTMENT	5	22	27	— 27
SPECIALS	3	1	4	— 4
Total	177	202	379	—379
Counted Twice	5	20	25	— 25
Total Attendance	172	182	354	—354
Boarders	119	114	233	—233
Specials	..	4	4	— 4

CLASSIFICATION.

DEPARTMENT	Males	Females	Boarders	Music	D. A.	D. S.	Agriculture	Wood	Iron	Mechanical Drawing
Grade 12	1	3	4	1	3	3	..	..	..	1
Grade 11	..	11	7	3	11	11	..	..	..	..
Grade 10	6	4	9	..	4	4	..	..	..	6
Grade 9	5	14	15	3	14	14	19	..	5	..
Grade 8	10	10	17	1	10	10	10	10	..	..
Grade 7	19	17	27	4	17	17	6	19	..	..
Grade 6	26	20	34	4	20	20	..	26	..	..
Grade 5	22	23	37	4	23	23	..	22	..	..
Grade 4	28	31	35	4	31	31	..	28	..	..
Grade 3	29	19	16	1	10	..	..	..	..	..
Grade 2	7	7	2	..	..	..	..	..	..	..
Grade 1	4	4	..	..	..	..	..	..	..	..
Night School	12	16	27	..	..	..	..	..	..	..
Specials	3	1	3	2	..	..	3	..	..	..
Total	172	180	233	27	143	133	48	105	5	7

States Represented

District of Columbia, Massachusetts, Michigan, New Hampshire, New Jersey, New York, North Carolina, Ohio, Virginia, West Virginia Vermont.

Counties Represented

Alamance, Anson, Beaufort, Buncombe, Cartaret, Chatham, Cumberland, Durham, Duplin, Edgecombe, Forsyth, Gaston, Gates, Guilford, Halifax, Hoke, Iredell, Johnston, Lenoir Lorrain, Mecklenburg, Martin, Montgomery, Moore, Nash, New Hanover, North Hampton, Onslow, Pitt, Randolph, Robeson, Rowan, Sampson, Wake, Wayne, Wilson, Warren.

Alumni

CLASS 1902.

Cora Lizzie Black (Grant), teacher .... Rocky Mount, N. C.
Olivia Johns (Rice) .... Jamestown, R. I.
John Robinson Stitt, painter .... Whitakers, N. C.

CLASS 1904.

James C. Ausby, deceased.
Hattie L. Green, teacher, Gloucester Normal .... Cappahosic, Va.
Joseph J. Hill, deceased.

CLASS 1905.

Annias S. Croom, pastor, Baptist Church .... Salisbury, N. C.

CLASS 1907.

George Bullock, teacher .... Durham, N. C.
Mattie Hilliard, teacher .... Whitakers, N. C.
Paul Johns, teacher, Brewer Normal School .... Greenwood, S. C.
James S. Jones .... Sparrows Point, Md.

CLASS 1908.

Isaac Bunn, farmer .... Enfield, N. C.
Anna J. Rhodes (Sublette) .... Chicago, Ill.

CLASS 1909.

Benjamin F. Bullock, teacher .... Jefferson City, Mo.
Samanna J. Cooke .... Newbern, N. C.
Elisha Green, deceased.
Jennie C. Hopkins, Trained Nurse .... New York, N. Y.
Nathaniel H. Lee .... Troy, N. Y.

CLASS 1910.

Ida B. Arrington, teacher	Nashville, N. C.
Charles Battle, teacher Tougaloo University	Tougaloo, Miss.
James W. Croom, Minister	Salisbury, N. C.
John D. Fields, Principal of Kingston Normal School	Kingston, N. C.
Mary E. Dunston (Cooke)	Newbern, N. C.
Joseph P. Harrison, student, Howard University	Washington, D. C.
Frederick Phillips, farmer	Whitakers, N. C.
Joseph Saunders, teacher, Tillotson College	Austin, Tex.

CLASS 1911.

Susie Adams, student, Pratt Institute	Brooklyn, N. Y.
Eulah Dunston, teacher	Raleigh, N. C.
Caleb Richmond, student, Howard University	Washington, D. C.
Lucy Richmond, teacher	Troy, N. Y.

CLASS 1912.

Lillian Hall, stenographer, Joseph K. Brick School	Bricks, N. C.
Gertrude Leipsie, teacher, Graded School	Suffolk, Va.
Pearl Johnson, student, Fiske University	Nashville, Tenn.
Dunie Wiggins, teacher	Nashville, N. C.

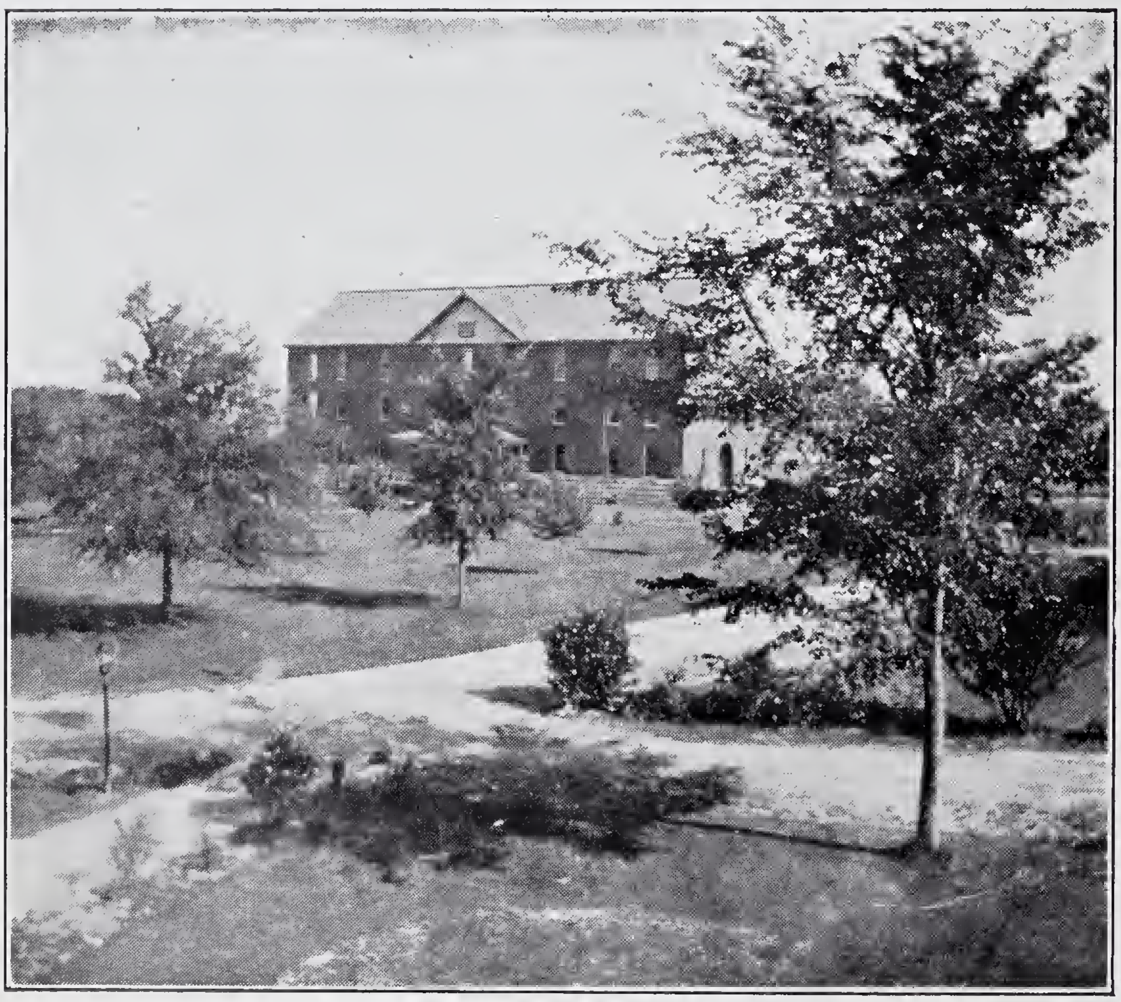
CLASS 1913.

Lula R. Bullock, student, Fiske University	Nashville, Tenn.
Joseph M. Bullock, teacher	Charlotte, N. C.
Etta Cofield, student, Fiske University	Nashville, Tenn.
Maude Chisholm, teacher	Charlotte, N. C.
Tazzie C. Dodson	West Medford, Mass.
John R. Murrain, pastor, Congregational Church	Statesville, N. C.

INGRAHAM CHAPEL

BREWSTER HALL

BEARD HALL



BENEDICT HALL

Course of Study

(For details, consult the Manual of Study prepared by the American Missionary Association.)

Primary Department

FIRST YEAR.

Reading—Jones' First Reader.

Number Work.

Language—Correcting Common Mistakes; Reproduction of Stories.

Writing, Drawing, Music.

(The books used in this grade will cost about 80 cents.)

SECOND YEAR.

Reading—Jones' Second Reader.

Spelling—Grader Spelling Book for City School, No. 2.

Arithmetic—Milne's Elements.

Language—Correcting Common Mistakes; Reproduction of Stories.

Nature Study—Plants, Animal, Color and Form.

Writing, Drawing, Music.

(The books used in this grade will cost about $1.37.)

THIRD YEAR.

Reading—Jones' Third Reader.

Spelling—Graded Spelling Book for City Schools, No. 3.

Arithmetic—Milne's Elements.

Language—Oral; Composition Work; Reproduction of Stories.

Geography—Tarr and McMurry.

Nature Study—Animals, Plants, Color and Form.

Writing, Drawing, Music.

(The books used in this grade will cost about $2.07)

Intermediate Department

FOURTH YEAR.

First Term.

Reading—Fourth Reader, Jones.

Lessons on Manners—Dewey.

Spelling—Graded Spelling Book for City Schools, No. 4.
Arithmetic—To page 169, Milne's Elements.
Geography—Tarr and McMurry.
Grammar—Mother Tongue (Arnold and Kittredge).
Writing, Music and Drawing.

Second Term.

Reading—Fourth Reader, Jones.
Lessons on Manners—Dewey.
Spelling—Graded Spelling Book for City Schools, No. 4.
Arithmetic—To page 188, Milne's Elementary; Dubb's Problems.
Geography—Tarr and McMurry.
Grammar—Mother Tongue (Arnold and Kittredge).
Writing, Drawing and Music.

Third Term.

Reading—Plants and Their Children, Dana.
Spelling—Graded Spelling Book for City Schools, No. 4.
Arithmetic—Through Decimal Fractions, Milne's Elementary.
Geography—Tarr and McMurry.
Grammar—Mother Tongue (Arnold and Kittredge).
Writing, Drawing and Music.
(The books in this grade will cost about $2.80)

FIFTH YEAR.

First Term.

Reading—Fifth Reader, Jones.
Spelling—Graded Spelling Book for City Schools, No. 5.
Arithmetic—Completed, Milne's Elements.
Geography—Tarr and McMurry.
Grammar—Mother Tongue (Arnold and Kittredge).
Writing, Drawing and Music.

Second Term.

Reading—Fifth Reader, Jones.
History—United States Elementary, Eggleston's.
Spelling—Graded Spelling Book for City Schools, No. 5.
Arithmetic—Dubb's Arithmetical Problems, Part 1.
Geography—Tarr and McMurry.

Grammar—Mother Tongue (Arnold and Kittredge).
Writing, Drawing and Music.

Third Term.

Reading—Young People's Physiology. New Pathfinder, No. 2.
Spelling—Graded Spelling Book for City Schools, No. 5.
Arithmetic—Dubb's Arithmetical Problems, Part 1.
Geography—Tarr and McMurry.
Grammar—Mother Tongue (Arnold and Kittredge).
Writing, Drawing and Music.
(The books used in this grade will cost about $3.50)

Grammar Department

SIXTH GRADE.

First Term.

Reading—Sixth Reader, Jones.
Lessons on Morals—Dewey.
Spelling—Graded Spelling Book for City Schools, No. 6.
Arithmetic—To Fractions, page 99, Milne's Standard.
Geography—Tarr and McMurry.
Grammar—Mother Tongue (Arnold and Kittredge).
Writing, Drawing and Music.

Second Term.

Reading—Elementary History of North Carolina, Allen.
Spelling—Graded Spelling Book for City Schools, No. 6.
Arithmetic—To Decimals, page 144, Milne's.
Geography—Tarr and McMurry.
Grammar—Mother Tongue (Arnold and Kittredge).
Writing, Drawing and Music.

Third Term.

Reading—Selections.
Spelling—Graded Spelling Book for City Schools, No. 6.
Arithmetic—To Denominate Numbers, page 170, Milne's.
Geography—Tarr and McMurry.
Grammar—Mother Tongue (Arnold and Kittredge).
Writing, Drawing and Music.
(The books used in this grade will cost about $3.82.)

SEVENTH YEAR.

English (8).

Reading—Jones.

Literature—Selections.

Grammar and Composition—Mother Tongue (Arnold and Kittredge).

Spelling—Graded Spelling Book for City Schools, No. 7.

Arithmetic (5)—Milne's.

United States History (3).

Commercial Geography (2)—Tarr and McMurry.

Agriculture (3).

Physiology (2)—Davidson) and one of the ofllowing elective groups:

For Boys: (a) Agricultural—Field and laboratory practice (5); farm mechanics (5); mechanical drawing (1).

For Girls: (b) Home Economics—Sewing (4); Cooking and household practice (3); drawing and design (1); Agricultural field and laboratory practice (2).

(The books used in this grade will cost about $4.72.)

EIGHTH YEAR.

English (8).

Reading—Jones, No. 8.

Literature—Selections.

Grammar and Composition—Mother Tongue (Arnold and Kittredge).

Spelling—Graded Spelling Book for City Schools, No. 8.

Arithmetic (5)—Milne's.

United States History (Eggleston's) and Civics.

Biblical History (2).

Physical Science (3).

Agriculture (2) and one of the following elective groups:

For Boys: (a) Agricultural—Field and Laboratory practice (5); farm mechanics (4); mechanical drawing (1).

For Girls: (b) Home Economics—Sewing (4); cooking and household practice and household mechanics (3); drawing and design (1); agricultural, fiield and laboratory practice (2).

(The books used in this grade will cost about 4.80)

This work is reviewed briefly in the fourth grade and fifth grade. Singing one-part melodies in the keys of "C," "F," and "G." (Second reader to page 50.) The work thus far is reviewed in the sixth and seventh grades, and more advanced work is taken up. The chromatic scales is learned, and melodies in the three keys are taken up.

Beyond the seventh grade the third book is taken up and more difficult music learned.

Our idea is to give students a rudimentary knowledge of music, so that they may be helpful and useful in the communities where they may live.

Great emphasis is placed on thoroughness of all subjects taught in these grades. We aim at Quality, rather than Quantity. Those who complete the course in a satisfactory manner will be admitted to the High School Department. Students who have completed in other schools a course of study equivalent to the above, and who bring letters of satisfactory recommendation, will also be admitted to the High School Department.

Agriculture

SEVENTH YEAR.

The Affairs of Agriculture (Follow topics in Mann, Beginning in Agriculture, pr.).—Agronomy; study of the major field crops of the South; corn, the small grains, cotton (Duggar, Agriculture for Southern Schools, secs. 22-25). The plant and its growth (Duggar, secs. 1-8); the soil and its cultivation (Duggar, secs. 9-14); animal industry; study of horses and cattle (Duggar, secs. 51-54); fertilization and fertilizers (Duggar, secs. 15-20); review of major field crops, with reference to spring cultivation; laboratory and field exercises. Follow exercises in the text-book, supplemented from the following: Crosby, Plant Production; Davis, Rural School Agriculture; Jackson and Dougherty, Agriculture Through the Laboratory and School Garden, and Bulletins of the Experiment Stations of the respective States. Keep laboratory and field work in closest relation with the necessary work of the school farm.

Three 30-minute recitations per week; five 45-minute laboratory and field exercises per week throughout school year.

EIGHTH YEAR.

Agronomy.—Rotation of crops (Duggar, sec. 21). The minor field crops of the South, the legumes and forage crops (Duggar, secs. 26-30). Forestry (Duggar, secs. 35-36). Animal industry; sheep and swine (Duggar, secs. 55-56). Feeding and rations (Duggar, secs. 59-60). Dairying (Duggar, secs. 61-62). Poultry raising (Duggar, secs. 57-58). Horticulture; vegetables and fruit raising (Duggar, secs. 32 and 37). Review of field crops from standpoint of spring cultivation. Diseases of plants (Duggar, secs. 38-43). Insects (Duggar, secs. 44-50). The flower garden and home grounds (Duggar, secs. 32-34).

Laboratory and field exercises. (See directions under Seventh Year.)

Two 30-minute recitation periods per week; five 45-minute laboratory and field exercises per week throughout school year.

NINTH YEAR.

General Agriculture as an art with an economic motive. The possible improvement of plants and animals with reference to the usefulness and value of their products.

Agronomy.—How the plant lives and propagates itself. Processes whereby materials are taken from the soil and air and transformed into food and other valuable products. Dependence of animal life on plants.

Methods of Propagation.—Propagation of field crops. Seeds; selecting and testing. Handling and buying seed.

The Soil.—Origin and composition; water, drainage and irrigation. Soil; air; humus; bacteria.

Fertility and Fertilizers.—Loss and restoration of plant food in soil. Chemical elements, their natural occurance in soils, and natural and artificial supply and means of restoration. Complete fertilizers, determining, purchasing, and mixing. Manure and green manna.

Intensive Study of Three Major Field Crops, e. g., corn, cotton, and potatoes, or one grain or the grasses. History, value, climate limitations, culture, harvesting and use of product.

Animal Industry.—Farm animals and their products; effect on farm methods and human labor.

Horses: Types and breeds; care and training.

Cattle: Types and breeds; the herd. Cattle products, beef and milk; handling and use of milk.

Text.—Warren, Elements of Agriculture with collateral reading (see references after each chapter). The topics are to be redistributed to correlate and synchronize with different phases of necessary farm work.

Laboratory and Field Exercises.—Follow the order and time of practical farm activities, using exercises and problems book and supplementing from other authorities. At least one-half of the time will be given to practicums, developing judgment and skill.

Four 40-minute recitation periods per week; eight 45-minute laboratory and field exercises per week throughout school year.

TENTH YEAR.

General Preliminary Consideration.—The farm as the unit in agriculture. Relative value and importance of its various products.

Agronomy.—Systems of cropping, rotation and diversification; cover crops and green manures.

Joseph Keasbey Brick Agricultural
Industrial and Normal School

BRICKS, NORTH CAROLINA
1914-1915

1915

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Catalogue of the Teachers
and Students

of

Joseph Keasbey Brick

Agricultural, Industrial
& Normal School
Bricks, N. C.

With
Statement of Courses of Study
Expenses and General
Information

For the School Year 1914-1915

RALEIGH
Edwards & Broughton Printing Company
1915

BREWSTER HALL.

INGRAHAM CHAPEL.

Calendar 1915-1916

1915.

Wednesday, September 29—Boarding Department opens and school begins.

Thursday, November 25—Thanksgiving. Social in the evening.

Friday, November 26—Public Rhetoricals.

Friday, December 17—Public Rhetoricals.

Friday, December 24—Christmas vacation.

Tuesday, December 28—Winter Term begins.

1916.

Friday, January 28—Public Rhetoricals.

Tuesday, February 22—Farmers' Day, Washington's Birthday.

Friday, February 25—Public Rhetoricals.

Friday, March 17—Winter Term ends.

Friday, March 24—Public Rhetoricals.

Friday, April 7—Public Rhetoricals.

Friday, April 28—Public Rhetoricals.

Monday, May 1—Founder's Day.

Sunday, May 28—Baccalaureate Sermon.

Monday, May 29, at 7:30 p. m.—Exhibition of Primary Grades.

Tuesday, May 30, at 7:30 p. m.—Exhibition of Grammar Grades.

Wednesday, May 31, at 10:00 a. m.—Graduating Exercises.

Wednesday, May 31, at 2:30 p. m.—Exhibition of Musical Department.

Summer Vacation, June 1 to October 1, 1916.

The holidays included in the above—Thanksgiving, Christmas Eve, Monday, January 3; Farmers' Day, Easter Monday and Founder's Day.

THE SCHOOL IS UNDER THE CARE AND
SUPERVISION OF THE

American Missionary Association

CONGREGATIONAL ROOMS

Fourth Avenue and Twenty-Second Street, New York, N. Y.

Rev. A. F. BEARD, D.D., Honorary Secretary and Editor.

CORRESPONDING SECRETARIES:

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Rev. H. PAUL DOUGLASS, D.D.

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IRVING C. GAYLORD, Esq.
287 Fourth Avenue, New York, N. Y.

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Rev. L. O. Baird, D.D., 153 LaSalle Street, Chicago, Ill.

SECRETARY OF WOMAN'S BUREAU:

Mrs. F. W. Wilcox, New York Office.

FIELD MISSIONARY:

Rev. George W. Moore, 926 North Addison Avenue, Nashville, Tenn.

Teachers and Officers

Academic Department

T. S. INBORDEN, M.A., *Principal.*
BENJ. L. TAYLOR, *Treasurer.*

R. J. ELZY, B.S.,
Science.

S. A. ALLEN, A. B.,
Latin and English.

MRS. S. J. E. INBORDEN, B.L.,
Mathematics.

MISS ANNA E. BROWN, Pd.B.,
History.

MISS ADA L. HURLONG, A.B.,
Sixth Grade.

MRS. S. H. FLETCHER, A.B.,
Fifth Grade.

MISS PEARL JOHNSON,
Fourth Grade.

MISS LUCILE McLENDON,
Primary Department.

Industrial Department

JOSEPH FLETCHER, A.B.,
Manual Training.

E. F. COLSON, B.Agr.
Agriculture.

H. G. FORNEY, B.Agr.,
Farm Manager.

MRS. A. L. DAVIS,
Sewing and Matron of Brewster Hall.

MRS. E. S. ROBERTS,
Laundry and Preceptress of Benedict.

MISS LAUNARD E. COBBS,
Domestic Science.

MISS MARY V. LITTLE,
Matron of Dining Hall.

Music Department

MISS JUANITA P. BARRY,
Instrumental and Vocal Music.

MISS LILLIAN HALL,
Clerk and Assistant Postmistress.

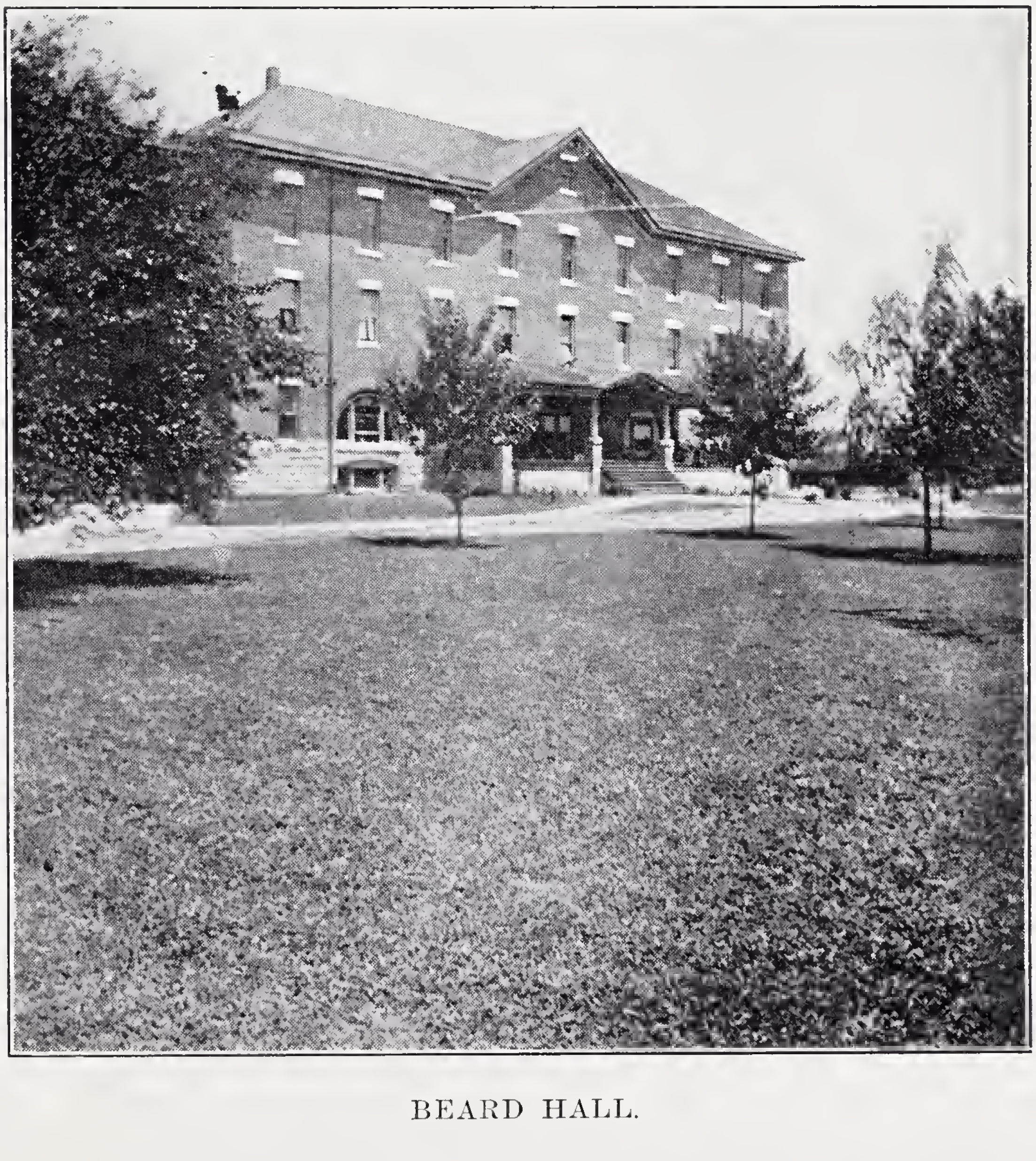
Martin, Ever Beulah (b)	Aurelian Springs, N. C.
Moye, Mattie Lee (b)	Greenville, N. C.
Murrain, George	Whitakers, N. C.
Murrain, Stanley	Whitakers, N. C.
Rhodes, Tiney (b)	Greensboro, N. C.
Sloan, John (b)	Enfield, N. C.
Williams, Richard (b)	Wilmington, N. C.

Sixth Grade

Arrington, Beatrice	Bricks, N. C.
Arrington, Estelle	Bricks, N. C.
Ashe, Lillie (b)	Raleigh, N. C.
Battle, Eva (b)	Rocky Mount, N. C.
Battle, Mary	Bricks, N. C.
Blount, Joseph (b)	Portsmouth, Va.
Blow, William (b)	Wilson, N. C.
Bond, Matthew	Enfield, N. C.
Bowen, William (b)	Williamston, N. C.
Bullock, William (b)	Durham, N. C.
Devereaux, Marion	Whitakers, N. C.
Dixon, James (b)	Rocky Mount, N. C.
Edwards, Jolly (b)	Rocky Mount, N. C.
Elliott, Arthur (b)	Portsmouth, Va.
Exum, Lugenia (b)	Whitakers, N. C.
Fisher, Estelle (b)	Strieby, N. C.
Ford, Raymond	Enfield, N. C.
Hall, Benjamin (b)	Wilmington, N. C.
Harris, Gertrude (b)	Greenville, N. C.
Hart, Maggie	Whitakers, N. C.
Haugabook, Dewey (b)	Albany, Ga.
Hawkins, Martha (b)	Macon, N. C.
Haywood, Charles (b)	Raleigh, N. C.
Hicks, Harold (b)	Detroit, Mich.
Hines, George (b)	Goldsboro, N. C.
Hunter, Morris	Enfield, N. C.
Martin, Viola (b)	Weldon, N. C.
McKinney, Patience (b)	Charlotte, N. C.
McLin, Royal (b)	Rocky Mount, N. C.
McWilliams, James	Enfield, N. C.
Mial, Emma (b)	White Plains, N. Y.
Mitchell, Florence (b)	Weldon, N. C.
Parker, Thelma (b)	Plymouth, N. C.
Phillips, Ellen (b)	Asheboro, N. C.
Phillips, Flora	Bricks, N.C.
Powell, Columbus (b)	Parmele, N. C.

(b) means boarder.

A GAME ON THE GIRLS' CAMPUS.



BEARD HALL.

Powell, William (b)	Tarboro, N. C.
Redrick, James (b)	St. Albans, Vt.
Roberts, Evelyn (b)	Washington, D. C.
Saunders, Myrtle (b)	High Point, N. C.
Smith, Bennie (b)	Scotland Neck, N. C.
Smith, Jennie (b)	Raleigh, N. C.
Smith, Iona (b)	Scotland Neck, N. C.
Taylor, Lossie	Whitakers, N. C.
Whitaker, Arlee (b)	Enfield, N. C.
Wright, Jesse (b)	Elm City, N. C.

High School Department

Seventh Grade

Ashford, Eleanor (b)	Clinton, N. C.
Austin, Louis (b)	Enfield, N. C.
Cofield, Bennie	Enfield, N. C.
Davis, Charles (b)	Philadelphia, Pa.
Davis, Mason (b)	Amherst, Mass.
Dixon, William (b)	Durham, N. C.
Greene, Melvin (b)	Gatesville, N. C.
Harris, Clinton (b)	Moncure, N. C.
Huffman, Jerry (b)	Salisbury, N. C.
James, Lucille (b)	Scotland Neck, N. C.
Johnson, Ida Belle (b)	Weldon, N. C.
Jones, Margaret (b)	Raleigh, N. C.
Perkins, James (b)	Lindsays, Va.
Phillips, Pearl	Bricks, N. C.
Price, Winnie (b)	Littleton, N. C.
Proctor, Harridelle (b)	Richmond, Va.
Ryalls, Charles (b)	Richmond, Va.
Sapp, Isaac (b)	Dunbar, S. C.
Simmons, Marion (b)	Burlington, N. C.
Smith, Solomon (b)	Raleigh, N. C.
Shepard, Robert (b)	Winston-Salem, N. C.
Williams, Carrie (b)	Weldon, N. C.
Woodard, Queen Esther	Whitakers, N. C.

Eighth Grade

Anthony, Naomi (b)	Weldon, N. C.
Bumpass, George (b)	Durham, N. C.
Chavis, Thomasena	Wadesboro, N. C.
Chesson, Purvis (b)	Norfolk, Va.
Cutchin, Daniel (b)	Whitakers, N. C.
Davis, Matthew (b)	Nashville, N. C.
Davis, Marion (b)	East Orange, N. J.

(b) means boarder.

Edwards, Osceola (b)	Washington, N. C.
James, Edward (b)	Hobgood, N. C.
Johnson, Annie (b)	Norfolk, Va.
Martin, Lillian (b)	Aurelian Springs, N. C.
Monk, Hettie (b)	Rocky Mount, N. C.
Parrish, Bertha (b)	Rougemont, N. C.
Peyton, Roberta (b)	Washington, N. C.
Pittman, Lizzie (b)	Rocky Mount, N. C.
Reid, Clarissa	Bricks, N. C.
Ricks, Bessie (b)	Rocky Mount, N. C.
Saunders, Norman (b)	Selma, N. C.
Vance, Maria (b)	Roanoke Rapids, N. C.
Walls, James (b)	Charlotte, N. C.
Whitfield, Henry (b)	Goldsboro, N. C.
Otis, Davis (b)	East Orange, N. J.

Ninth Grade

Baldwin, Nellie (b)	Dudley, N. C.
Broadnax, Bessie (b)	Seaboard, N. C.
Exum, Molester (b)	Whitakers, N. C.
Gibson, Sadie (b)	Charlotte, N. C.
Inborden, Wilson	Bricks, N. C.
Leach, Alfred (b)	Moncure, N. C.
Martin, Rosa Belle (b)	Warsaw, N. C.
Miller, Herbert (b)	Portsmouth, Va.
Nixon, Theodore (b)	Vaughan, N. C.
Phillips, Chester	Bricks, N. C.
Putney, Mary (b)	Weldon, N. C.
Sessoms, Alexander (b)	Nashville, N. C.
Sommerville, Ruth (b)	Raymond City, W. Va.

Tenth Grade

Arrington, Mary (b)	Ringwood, N. C.
Ashe, Lula (b)	Raleigh, N. C.
Bullock, Jessie	Bricks, N. C.
Carlyle, Irene	Whitakers, N. C.
Frazier, Carolyn (b)	Charlotte, N. C.
Harrison, Martha (b)	Whitakers, N. C.
LeGrand, Colston (b)	Portsmouth, Va.
Martin, Madge (b)	Aurelian Springs, N. C.
Parrish, Nora (b)	Rougemont, N. C.
Pittman, Sarah	Rocky Mount, N. C.
Smith, Lucy (b)	Raleigh, N. C.
Walters, Ella	Rocky Mount, N. C.
Whitaker, Janet (b)	Glen Cove, N. Y.

(b) means boarder.

Eleventh Grade

Anthony, Fannie (b)	Weldon, N. C.
Arrington, Cora	Bricks, N. C.
Bond, Olive	Enfield, N. C.
Booker, Mattie (b)	Greensboro, N. C.
Dobbin, Christopher (b)	Troy, N. C.
Hargrave, Harold (b)	Salisbury, N. C.
McLeod, Jeremiah (b)	Strieby, N. C.
Miller, Grace (b)	Charlotte, N. C.
Sessoms, William (b)	Nashville, N. C.
Sumner, Murvin (b)	Salisbury, N. C.
Valentine, Charles (b)	Roanoke, Va.

Twelfth Grade

Arrington, Eulah	Bricks, N. C.
Arrington, Louise	Bricks, N. C.
Inborden, Dorothy	Bricks, N. C.
Little, Hattie (b)	Wilmington, N. C.
Payton, Olivia (b)	Tarboro, N. C.
Peyton, Maude (b)	Washington, N. C.
Pitts, Lucinda (b)	Wilson, N. C.
Powers, Laura (b)	Rosemary, N. C.
Taylor, Harmon (b)	Wake Forest, N. C.
Williams, John (b)	Jersey City, N. J.

Night School

Arrington, Hosea	Bricks, N. C.
Arrington, Luther	Bricks, N. C.
Boseman, Mabel (b)	Dudley, N. C.
Brown, Aaron (b)	Sharon, S. C.
Brown, Charles (b)	Capertown, W. Va.
Burgess, Maceo (b)	Winona, W. Va.
Burnette, James	Bricks, N. C.
Burnette, William	Bricks, N. C.
Carver, David (b)	Portsmouth, Va.
Clapp, Mary (b)	Scotland Neck, N. C.
Clark, Rosetta (b)	Rosemary, N. C.
Davis, Letha (b)	Ashboro, N. C.
Dean, Elijah (b)	Elm City, N. C.
Dempsey, Lillian (b)	Whitakers, N. C.
Glenn, Mastin (b)	Rougemont, N. C.
Graves, Cleora (b)	Durham, N. C.
Hayes, Benjamin (b)	Rocky Mount, N. C.
Hill, Linwood (b)	Scotland Neck, N. C.
Holman, Clarissa (b)	Raleigh, N. C.

(b) means boarder.

Howington, Geneva (b)	Enfield, N. C.
Howington, Willie (b)	Enfield, N. C.
Ivey, Christena (b)	Bricks, N. C.
Johnson, Lizzie (b)	Durham, N. C.
Lassiter, Walter (b)	Durham, N. C.
Lyons, Dred	Bricks, N. C.
Macklin, Bertha (b)	Raleigh, N. C.
Martin, Lee Ethel (b)	Rocky Mount, N. C.
Pegram, Mary (b)	Dallas, N. C.
Phillips, Peter	Bricks, N. C.
Phillips, Thaddeus	Bricks, N. C.
Plummer, Thelma (b)	Littleton, N. C.
Porter, Jacob (b)	Boston, Mass.
Reaves, Andrew (b)	Sanford, N. C.
Roberts, Cora (b)	Enfield, N. C.
Tilly, Louis (b)	Durham, N. C.
White, Kathleen (b)	Ahoskie, N. C.
Winfield, Mary (b)	Norfolk, Va.
Williams, Lemuel (b)	Nashville, N. C.

Music Department

Bond, Olive
Broadnax, Bessie
Carlyle, Irene
Hawkins, Martha
Inborden, Dorothy
Jones, Margaret
Martin, Lillian
Pittman, Viola
Powers, Martha
Redrick, James.

Summary

	Males.	*Females.*	*Totals.*
HIGH SCHOOL—			
Twelfth Grade	2	8	10
Eleventh Grade	6	5	11
Tenth Grade	1	12	13
Ninth Grade	6	7	13
Eighth Grade	8	13	21
Seventh Grade	16	8	24—92
GRAMMAR DEPARTMENT—			
Sixth Grade	22	24	46
Fifth Grade	13	12	25
Fourth Grade	8	8	16—87
PRIMARY DEPARTMENT—			
Third Grade	17	7	24
Second Grade	2	5	7
First Grade	7	5	12—43
NIGHT SCHOOL	20	18	38—38

Grammar Department

FOURTH YEAR.

First Term.

Reading—Riverside Reader, Book IV; supplementary work.
Lessons on Manners—Dewey.
Spelling—Graded Spelling Book for City Schools, Book IV.
Arithmetic—Milne's Progressive, Book I.
Geography—Tarr and McMurry, First Book.
Grammar—Guide Book to English, Book I (Gilbert and Harris).
History, Hygiene, Picture Study, Bible, Drawing and Sewing.
Writing—Palmer System, Book IV.

Second Term.

Reading—Riverside Reader, Book IV; supplementary work.
Lessons on Manners—Dewey.
Spelling—Graded Spelling Book for City Schools, Book IV.
Arithmetic—Milne's Progressive, Book I.
Geography—Tarr and McMurry, First Book.
Grammar—Guide Book to English, Book I (Gilbert and Harris).
History, Music, Picture Study, Bible, Drawing, Hygiene and Sewing.
Writing—Palmer System, Book IV.

Third Term.

Reading—Riverside Reader, Book IV; supplementary work.
Spelling—Graded Spelling Books for City Schools, Book IV.
Arithmetic—Milne's Progressive, Book I.
Geography—Tarr and McMurry, First Book.
Grammar—Guide Book to English, Book I (Gilbert and Harris).
History, Music, Nature Study, Picture Study, Hygiene, Bible, Drawing and Sewing.
Writing—Palmer System, Book IV.

FIFTH YEAR.

First Term.

Reading—Riverside Reader, Book V.
Spelling—Graded Spelling Book for City Schools, No. 5.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, First Book.
Grammar—Guide Book to English, Book I (Gilbert and Harris).
History, Music, Picture Study, Nature Study, Bible, Drawing, Hygiene.
Cooking and Sewing for girls.
Woodworking for boys.
Writing—Palmer System, Book V.

Second Term.

Reading—Riverside Reader, Book V; supplementary work.
Spelling—Graded Spelling Book for City Schools, No. 5.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, First Book.
History, Music, Picture Study, Bible, Drawing, Hygiene.
Grammar—Guide Book to English, Book I (Gilbert and Harris).
Cooking and Sewing for girls.
Woodworking for boys.
Writing—Palmer System, Book V.

Third Term.

Reading—Riverside Reader, Book V; supplementary work.
Spelling—Graded Spelling Book for City Schools, No. 5.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, First Book.
Grammar—Guide Book to English, Book I (Gilbert and Harris).
History, Hygiene, Music, Picture Study, Bible, Nature Study.
Cooking and Sewing for girls.
Woodworking for boys.
Writing—Palmer System, Book V.

SIXTH YEAR.

First Term.

Reading—Riverside Reader, Book VI; supplementary work.
Lessons on Morals—Dewey.
Spelling—Graded Spelling Book for City Schools, No. 6.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, Second Book.
Grammar—Guide Book to English, Book I (Gilbert and Harris).
History, Hygiene, Picture Study, Bible, Drawing and Nature Study.
Writing—Palmer System, Book VI.
Cooking, Sewing and Woodworking.

Second Term.

Reading—Riverside Reader, Book VI; supplementary work.
Spelling—Graded Spelling Book for City Schools, No. 6.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, Second Book.
Grammar—Guide Book to English, Book I (Gilbert and Harris).
History, Hygiene, Picture Study, Bible, Drawing and Nature Study.
Writing—Palmer System, Book VI.
Cooking, Sewing and Woodworking.

Third Term.

Reading—Riverside Reader, Book VI; supplementary work.
Spelling—Graded Spelling Book for City Schools, No. 6.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, Second Book.
Language—Guide Book to English, Book I (Gilbert and Harris).
History, Hygiene, Picture Study, Bible, Drawing and Nature Study.
Writing—Palmer System, Book VI.
Cooking and Sewing.
Woodworking.

High School Department

SEVENTH YEAR.

English (8)—
    Reading—Jones, No. 7.
    Literature—Selections.

Grammar and Composition—Mother Tongue (Arnold and Kittredge).

Spelling—Graded Spelling Book for City Schools, No. 7.

United States History (3)—Mace's School History of United States.

Arithmetic (5)—Milne's Progressive Arithmetic (complete).

Commercial Geography (2)—Tarr and McMurry.

Agriculture (3)—

Physiology (2)—(Jewett) The Body and its Defenses.

For Boys: (a) Agricultural—Field and Laboratory practice (5); Farm Mechanics (5); Mechanical Drawing (1).

For Girls: (b) Home Economics—Sewing (4); Cooking and Household Practice (3); Drawing and Design (4); Agricultural, Field and Laboratory Practice (2).

EIGHTH YEAR.

English (8)—
    Reading—Jones, No. 8.
    Literature—Selections.

Grammar and Composition—Mother Tongue (Arnold and Kittredge).

Spelling—Graded Spelling Book for City Schools, No. 8.

Arithmetic (5)—Milne's Progressive Arithmetic.

United States History—½ year (5), Mace's Completed.

Biblical History—½ year (Intermediate Series), International Graded Sunday School Lessons.

Civics—½ year (5), Dunn, The Community and the Citizen.

Physical Science (3).

Drawing and Design (1).

Agriculture (2).

For Boys—(a) Agricultural—Field and Laboratory Practice (5); Farm Mechanics (5); Mechanical Drawing (1).

For Girls—(b) Home Economics—Sewing (4); Cooking and Household Practice (3); Drawing and Design (1); Agricultural, Field and Laboratory Practice (1).

NINTH YEAR.

English (5)—Elements of Rhetoric and Composition.

Algebra (5)—Stone-Millis Text.

Biology (5)—Hunter, Essentials of Biology.

Latin (5)—First book finished, one book of Caesar.

Sewing, Cooking, and Housekeeping for girls, and Agriculture and Shopwork for boys.

TENTH YEAR.

English (5)—

Algebra (5)—Half year. Stone-Millis completed.

Secondary Arithmetic (5)—Half year.

Biblical History (5)—Half year.

Ancient History—Half year. Myers' History of Ancient Times (5).

Latin (5)—Three Books of Cæsar, one Oration of Cicero. Prose composition based on Latin read, to occupy one recitation period per week.

Sewing, Cooking, and Home Economics, for girls. Shop Work for boys.

ELEVENTH YEAR.

Geometry (5)—Throughout the year. Text—Wentworth & Smith.

Mediaeval and Modern History (4)—Myers.

Physics (5)—Throughout year. Milliken and Gale, with Laboratory Manual.

Latin (5)—Cicero's Orations completed; one book of Virgil.

English Literature (5)—Text, Halleck.

Sewing and Cooking for girls. Shop Work for boys.

TWELFTH YEAR.

English (5).

United History and Civics (5)—Half year.

Text: History, James and Sanford, American History. Civics, Garner.

Economics (5)—Half year. Ely and Wicker, Elementary Principles of Economics.

Chemistry (5).

Latin (5)—Virgil, six books.

FARMS and GARDEN INDUSTRIES

Agricultural Course

SEVENTH YEAR.

English—Reading and Literature (3); Grammar and Composition (2); Spelling (1); Writing (1).

Arithmetic (5).

United States History (3).

Commercial Geography (3).

Agriculture (2).

Physiology (2).

One of the following elective groups::

For Boys—(a) Agricultural—Field (4), and Laboratory Practice (1); Farm Mechanics (4); Mechanical Drawing (1).

For Girls—(b) Home Economics—Sewing (4); Cooking and Household Practice (3); Drawing and Design (1).

Agricultural—Field and Laboratory Practice (2).

EIGHTH YEAR.

English—Reading and Literature (3); Composition and Grammar (2); Spelling (1); Writing (1).

Arithmetic (5).

United States History and Civics (5)—½ year.

Biblical History (5)—½ year.

Physical Science (3).

Agriculture (2), and one of the following elective groups:

For Boys—(a) Agricultural—Field and Laboratory Practice (5); Farm Mechanics (4); Mechanical Drawing (1).

For Girls—(b) Home Economics—Sewing (4); Cooking and Household Practice (3); Drawing and Design and Home Mechanics (1).

Agricultural—Field and Laboratory Practice (2).

NINTH YEAR.

English—Literature, Grammar and Composition (5).

Algebra (5).

Agricultural Botany (3).

Elementary Chemistry (2).

One of the following elective groups:

For Boys—(a) Agricultural—Agriculture (2); Field (6), and Laboratory (2); Exercises and Practice; Mechanics (2). (b) Mechanical—Shop Work (9); Mechanical Drawing (1); Agriculture (2).

For Girls—(c) Home Economics—Dressmaking (4); Cooking and Food Study (4); Housekeeping; Sanitation; Laundry Work (1); Drawing and Design (1); and Agricultural—Field and Laboratory Exercises and Practice (2).

TENTH YEAR.

English (4).

Algebra—½ year.

Secondary Arithmetic (5)—½ year.

Ancient History—½ year.

Biblical History (5)—½ year.

One of the following elective groups:

For Boys—(a) Agricultural—Agriculture (2); Chemistry (2); Field (4); Laboratory Exercises and Practice (2); Mechanics (2). (b) Mechanical—Specialized Shop Practice (9), and Mechanical Drawing (1). Agricultural—Field and Laboratory Practice (2).

For Girls—(c) House Economics—Household Art and Millinery (4); Hygiene (2); Cooking and Dietetics (3); Home Management: Plans, Marketing and Accounting (1); Drawing and Design (1), and Agricultural: Field and Laboratory Practice; Horticulture and Poultry Raising (1).

ELEVENTH YEAR.

Geometry (5).

Mediaeval and Modern History (5).

One of the following elective groups:

For Boys—(a) Agricultural—Farm Management (5); Remunerated Supervision or Specialized Practice in Agriculture (15). (b) Mechanical—Physics (4); Remunerated Supervision or Specialized Practice in Mechanics (15).

For Girls—(c) Home Economics—Child Study (4); Home Nursing (1); Remunerated Supervision or Specialized Practice in Home Economics (15).

TWELFTH YEAR.

English (5).

Economics (5).

United States History and Civics (5).

One of the following elective groups:

For Boys—(a) Agricultural—Remunerated Supervision or Specialized Practice in Agriculture (15); or (b) Mechanical—Remunerated Supervision or Specialized Shop Practice in Mechanics (15).

For Girls—(c) Home Economics—Remunerated Supervision or Specialized Practice in Household Economics (15).

Teacher Training Course

This is to say that this school will offer at the opening of the next school year, September 29th, a two-year Teacher-training Course to graduates of high schools who are looking forward to technical teacher training.

Imparting information of intellectual, moral and physical phenomena to others effectively is an art. The object of this course is to perfect this art. Children are the exponents of their teachers, and it is important that teachers not only get the knowledge themselves, but they must learn the art of imparting this knowledge to others so that it dominates their life, thoughts and character for the highest good of the community. There is no higher calling than the profession of teaching.

If you are thinking of entering this profession the Brick School can help you.

Courses marked I, to be elected by prospective elementary grade teachers.

Courses marked II, to be elected by prospective teachers of household arts or supervisors of same.

Courses marked III, to be elected by prospective teachers of industrial arts or supervisors of same.

Unmarked course prescribed for all students.

FIRST YEAR.

English (Narration and description.)	(3)	(English (Narration and description.)	(3)
Biology	(3)	Biology	(3)
General Biology, especially in its physiological aspects.			
Principles of Teaching (Thorndike.)	(3)	Principles of Teaching (Thorndike.)	(3)
I. Elementary School Subjects	(3)	Elementary School Subjects	(3)

(Reviews, or, if necessary, new methods of attack upon certain subjects of the curriculum; notably, arithmetic, geography, and an initial attempt to sense necessary material and treatment of teaching English literature and language; the use of phonetics in the elementary school; nature study and school games, the latter presumably new subjects; observation of the teaching of all subjects.)

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*NOTE. Number of units credit; also number of hours per week in all cases except subdivisions of Household and Industrial Arts, which should have the number of hours stated in connection with each.

OR

II. Household Arts	(3)	Household Arts	(3)
Technology of cooking	1	Technology of cooking	1
Elementary food preparation	2	Elementary food preparation	2
Nutrition	1	Nutrition	1
Elementary dressmaking	2	Elementary dressmaking	2

OR

III. Industrial Arts	(3)	Industrial Arts	(3)
Technology of woodwork	1	Technology of woodwork	1
Elementary shop work	2	Elementary shop work	2

(Designed to give such training in the technical processes of elementary woodworking as is necessary for those preparing to become teachers of woodworking in elementary schools or to enter the woodworking trades.)

Soils and tillage	1	Soils and tillage	2
Field crops	2	Field crops	2
Hygiene	(1)	Hygiene	(1)
(Personal and public with especial reference to urban and rural conditions.)		(With especial reference to schools.)	
Music	(1)	Music	(1)

(Teaching of rote songs, singing games, motion songs, development of rhythm, training of voices, eye and ear training, methods to use in teaching music reading; part singing; written dictation; securing proper material; planning work; illustrations and observations.)

Vegetable and Home Gardening	(1)	Vegetable and Home Gardening	(1)

(Planning, planting, cultivating, controlling of insect enemies and plant diseases; methods of propagation; best varieties for certain seasons; fall and winter gardens; cold frames and hot beds; floral planting around school and home; the window box; plants suited to indoors; bulb culture; varieties suited to seasons; alternation necessary to secure constant bloom.)

SECOND YEAR.

English	(3)	English	(3)

(History of English literature, taught by reading of illustrative material—from Beowulf onward.)

History	(3)	History	(3)
(History of Western Europe.)		(History of Western Europe.)	
I. Child Study	(3)	Child Study	(3)
(Kirkpatrick.)		(Kirkpatrick.)	

OR

II and III. Chemistry.		Chemistry	(3)

(Organic and household chemistry and chemistry with reference to agriculture and the industries.)

I. Methods of Teaching in the Elementary School	(3)	Methods of Teaching in the Elementary School	(3)

(The teaching of arithmetic, English literature and language, history, cooking and sewing, handiwork for primary grades, picture study, geography, spelling, nature study.)

OR

II. Household Arts	(3)	Household Arts	(3)
Experimental cookery	2	Experimental cookery	2
Home and table service	1	Home and table service	1
Millinery and dressmaking	2	Millinery and dressmaking	2
House structure and furnishing.	1	House structure and furnishing	1

OR

DOMESTIC SCIENCE HALL.

STEAM LAUNDRY.

III. Industrial Arts	(3)	Industrial Arts	(3)
Practical gardening	2	Practical gardening	2
Trees and shrubs	½	Birdand insect life, with reference to economic relations	½
Domestic animals	1	Domestic animals	1
Advanced shop work	2	Advanced shop work	2
Elementary Education	(2)	Elementary Education	(2)

(During such portion of the first half year as is advisable, students in all courses will meet together to discuss the general principles of teaching in the elementary school; such as the responsibility of the teacher outside of instruction; teaching children to study; lesson plans; class and individual instruction; economy of time; quantity and quality of work to be accomplished; place of the teacher in the rural schools; and possible community activity.

It will then be divided into three sections. Section I for those who are to teach elementary grades; Section II for those who are to teach the household arts, and Section III for those who are to teach the industrial arts.

SECTION I: Method of treating a country schoolhouse, its grounds and its interior; program making; story telling in the primary grades with adaptations and material suitable for older children; development of rural school library; grading and classification; overcoming special difficulties in attendance; differentiation of courses and methods for upper elementary grades; making and utilization of material for devices, illustration, and similar problems.

SECTION II: Necessary steps in introducing cooking and sewing in elementary grades; study of the environment; selection and following out of a course of study, adapting it to the agricultural interests and financial status of the community; correlation with other subjects; need of acquaintance with homes, necessary equipment; selection of text-books; familiarity with reference books and with such sources of free material as State and Government publications, etc., possibilities of inspiration, relations with teachers of the elementary grades; possibilities with limited equipment in school rooms or nearby kitchen; utilization of lunch period for lessons; possibilities of cooking one or two dishes for the school lunch; work with mothers or young women's classes, involving fundamental principles of human nutrition and their application; the energy value of food; the chemistry and physiology of digestion; the nutritive properties of food; the making of dietaries; adapting diet to disorders of nutrition; legislation designed to regulate food values. Sewing possible in rural schools; necessary equipment; hand sewing; the making of such garments as circumstances permit; individual needs, especially mending, patching and emphasizing proper standards of clothing; supervision of girls' industries, and similar problems.

SECTION III: The initial steps in the way of studying the community, selecting and carrying out a course of study, etc., are rather similar to those fundamentally involved in Section II. After that, the place of the industrial arts in elementary schools; the extent to which development of skill should be expected; relation to other elementary school subjects; methods of study and presentation; use of the environment, of pictures and of books in the study; amount, kind and cost of equipment needed; transition from industrial arts to vocational industrial studies in the upper grammar grades; the coöperation of the school and the farm; practical possibilities of influencing community by individual supervision of crop rotation and diversification; local contests and coöperation in farming; the social aspect and economics of agriculture.)

Practice Teaching	(3)	Practice Teaching	(3)

(One-half a school day for ten weeks, to be done at such time as it can be arranged; work of the whole class to be spread as equally as possible over the school year.

Music	(1)	Music	(1)

(One lesson weekly, continuing the technical work of the first year, and giving copious practice in the selection and use of material suited to elementary grade work; simple church music and chorus work for adult and young people, the latter with view to community needs.)

Buildings

ELMA HALL. This will be known as our administration or class-room building. It has recently been reconstructed at a cost of $15,000. The building is one of the best in the State. It is three stories high and has nineteen rooms. In it will be located all the class rooms for Agriculture, Academic and Domestic Arts. The school library, postoffice and executive offices of the school are also located in this building. This building and Ingraham Chapel are both heated by steam, with the steam plant located in the basement of Ingraham Chapel. The building is of solid brick construction with graystone trimmings and covered with asbestos shingles.

BREWSTER HALL. This hall is three stories high. It has thirty-six sleeping rooms, two bath rooms with three bath tubs and lavatories, a study room and two linen rooms. The building is heated with hot air and furnished with hot and cold water. The rooms are large and airy; ventilation and drainage good. The hall is also provided against fire.

BEARD HALL. This is a dormitory for boys. It is very similar to Brewster Hall, though larger. It is a three-story building, built of brick and stone with granite trimmings. In the entire building there are fifty rooms—forty-one sleeping rooms, bath rooms and linen closets.

MANUAL TRAINING SHOP. This Building stands near Elma Hall, just north of Ingraham Chapel. It has four large rooms, two on the first floor for forging and machinery work, two on the second floor for woodwork and mechanical drawing. It is our aim to have this department well furnished with tools and machinery for the work which has to be done in the shop. All this is in keeping with the high purpose of the school to make our young people more efficient in their work.

DOMESTIC SCIENCE HALL. This hall is a two-story structure for the boarding and domestic science department of the

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NOTE.—We wish to call your attention to the various cuts throughout this catalogue, illustrating the various buildings, Clubs, Classes and Farm Stock.

school. On the first floor are the dining room, two kitchens and dish room. One of the kitchens is for general use and the other kitchen for class and demonstration work. The second floor is provided with rooms for several teachers and about sixteen girls. It is also provided with bath rooms and private dining room.

BENEDICT HALL. This hall stands across the campus opposite Beard Hall and is very similar to Beard Hall in construction. There are three entrances from the outside. It has two stairways extending from the first floor to the attic. It is the girls' dormitory and is provided with bath rooms, sitting rooms, linen rooms, and a number of the lady teachers live in this hall.

STEAM LAUNDRY. This building stands near the girls' dormitory and the Domestic Science Hall. Here all the washing of the school is done. It is provided with stationary tubs, a steam engine and boiler, two steam washers, an extractor, a mangle, and other necessities for an up-to-date laundry.

INGRAHAM CHAPEL. This hall is situated between Elma Hall and the Manual Training Shop. It is a beautiful building with a seating capacity of about a thousand people. It has a large auditorium, a balcony, and five rooms separated by rolling partitions. These rooms can be opened and thrown into the main auditorium. It is heated with steam.

TEACHERS' HOMES. Fronting the school chapel and in line with Beard Hall and Brewster Hall are located the homes of the teachers. These cottages, four in number and one in process of construction, are built at a cost of twelve or fifteen hundred dollars each. They all front the main street leading from the public road to the school campus. Each is provided with a large yard and a space of several hundred feet square for gardens. Trees and shrubbery have been planted and the yards properly graded and drained. We hope soon to have a cement walk leading from these cottages to the school buildings.

North of the campus are located the cottage of the Farm Manager, the school Dairy, the Store House for farm tools and machinery, the Corn Crib and School Barn. The school has eleven head of farm mules and six horses, thirty head of cattle and thirty head of hogs. These constitute a vital part of the farm equipment. The farm itself is composed of 1,129½ acres of land. There are eight tenant cottages on the farm, with a family in each one There were grown on the entire farm last year, one hundred bales of cotton, four thousand bushels of peanuts, corn and all sorts of vegetables. The farm and garden departments are not conducted as experiments, but as matters of school utility. They afford most practical lessons in farm and garden management. At the same time they give poor students an opportunity to meet their board account.

Healthfulness

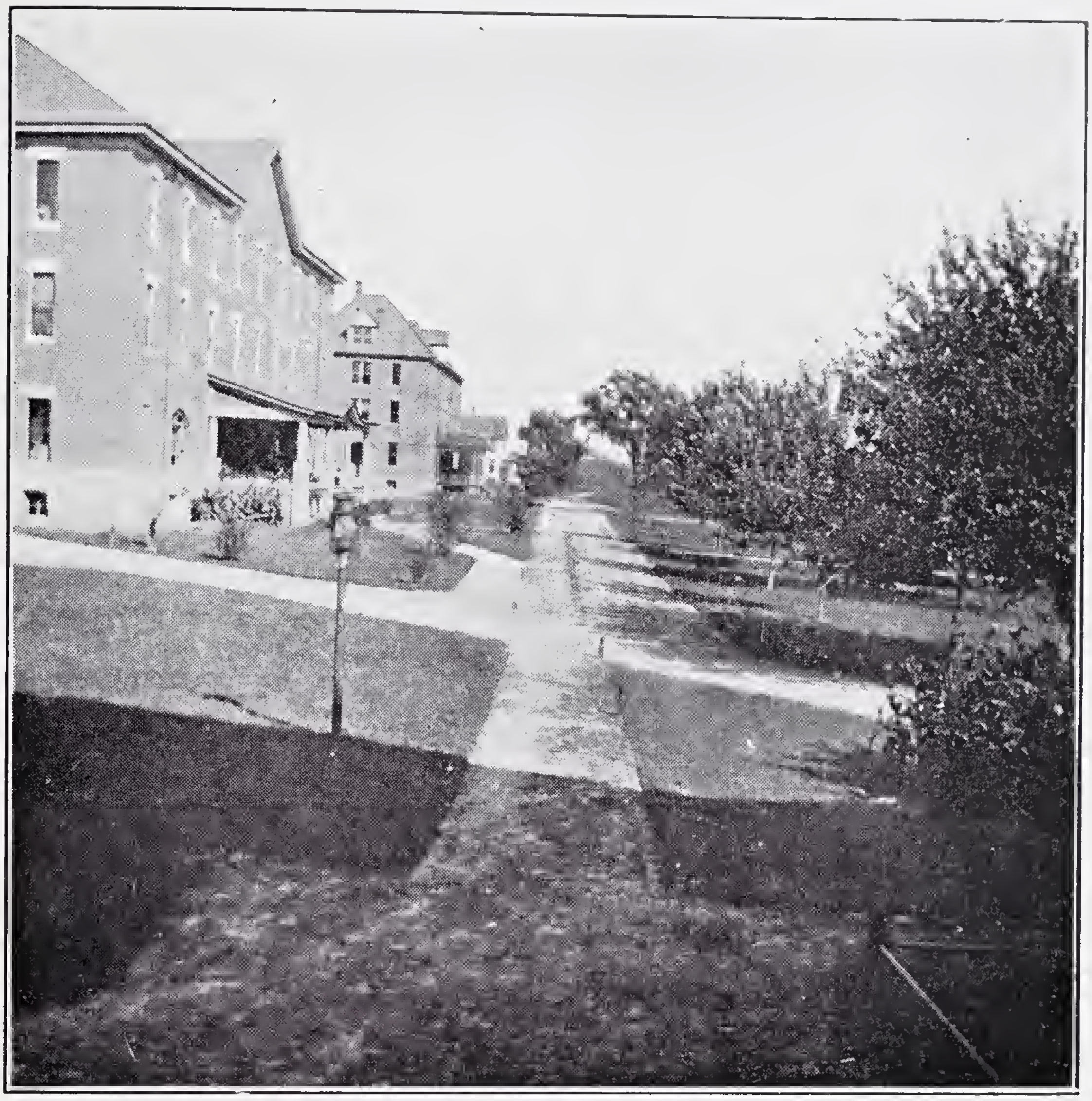
We attribute the good health of the place to the following causes: good water, pine trees about us, cleanliness of the yards and buildings, and to the fact that no accumulations of dirth and filth are allowed to collect in the ditches. The ditches are kept open and the swamps are kept cleared so that the sun can reach the earth.

Rhetorical Work

Original compositions, declamations, recitations and papers on current events are required Friday as class rhetoricals. Every student above the sixth grade is required to appear once during the year in public rhetoricals. Composition work in connection with the grammar is also taught in the various grades.

Vocal Music

The text-book used in music is the National Course, by Mason. We begin with the melody songs by note, draw the staff, learn the names of the lines and spaces by number, and sing by number easy intervals. This is continued in the



LOOKING EAST FROM INGRAHAM CHAPEL.

BENEDICT HALL.

third grade, where the names of lines and spaces by the letter and eye are learned. Singing by syllables easy intervals in key of "C." Also melodies in the key of "C." Learning names of common technical syllables. Different note values and time values. Beating 4-4, 3-4, and 2-4 time. This work is reviewed briefly in the fourth grade and fifth grade. Singing one-part melodies in the keys of "C," "F," and "G." (Second reader to page 50.) The work thus far is reviewed in the sixth and seventh grades, and more advanced work is taken up. The chromatic scales are learned, and melodies in the three keys are taken up.

Beyond the seventh grade the third book is taken up and more difficult music learned.

Our idea is to give students a rudimentary knowledge of music, so that they may be helpful and useful in the communities where they may live.

Great emphasis is placed on thoroughness of all subjects taught in these grades. We aim at Quality, rather than Quantity. Those who complete the course in a satisfactory manner will be admitted to the High School Department. Students who have completed in other schools a course of study equivalent to the above, and who bring letters of satisfactory recommendation, will also be admitted to the High School Department.

Agriculture

SEVENTH YEAR.

The Affairs of Agriculture (Follow topics in Mann, Beginning in Agriculture, pr.).—Agronomy; study of the major field crops of the South; corn, the small grains, cotton (Duggar, Agriculture for Southern Schools, secs. 22-25). The plant and its growth (Duggar, secs. 1-8); the soil and its cultivation (Duggar, secs. 9-14); animal industry; study of horses and cattle (Duggar, secs. 51-54); fertilization and fertilizers (Duggar, secs. 15-20); review of major field crops, with reference to spring cultivation; laboratory and field exercises. Follow exercises in the text-book, supplemented from the following: Crosby, Plant Production; Davis, Rural School Agriculture; Jackson and Dougherty, Agriculture Through the Laboratory and School Garden, and Bulletins of the Experiment Stations of the respective States. Keep laboratory and field work in closest relation with the necessary work of the school farm.

Three 30-minute recitations per week; five 45-minute laboratory and field exercises per week throughout school year.

EIGHTH YEAR.

Agronomy.—Rotation of crops (Duggar, sec. 21). The minor field crops of the South, the legumes and forage crops (Duggar, secs. 26-30). Forestry (Duggar, secs. 35-36). Animal industry; sheep and swine (Duggar, secs. 55-56). Feeding and rations (Duggar, secs. 59-60). Dairying (Duggar, secs. 61-62). Poultry raising (Duggar, secs. 57-58). Horticulture; vegetables and fruit raising (Duggar, secs. 32 and 37). Review of field crops from standpoint of spring cultivation. Diseases of plants (Duggar, secs. 38-43). Insects (Duggar, secs. 44-50). The flower garden and home grounds (Duggar, secs. 32-34).

Laboratory and field exercises. (See directions under Seventh Year.)

Two 30-minute recitation periods per week; five 45-minute laboratory and field exercises per week throughout school year.

NINTH YEAR.

General Agriculture as an art with an economic motive. The possible improvement of plants and animals with reference to the usefulness and value of their products.

Agronomy.—How the plant lives and propagates itself. Processes whereby materials are taken from the soil and air and transformed into food and other valuable products. Dependence of animal life on plants.

Methods of Propagation.—Propagation of field crops. Seeds; selecting and testing. Handling and buying seed.

The Soil.—Origin and composition; water, drainage and irrigation. Soil; air; humus; bacteria.

Fertility and Fertilizers.—Loss and restoration of plant food in soil. Chemical elements, their natural occurrence in soils, and natural and artificial supply and means of restoration. Complete fertilizers, determining, purchasing, and mixing. Manure and green manna.

Intensive Study of Three Major Field Crops, e. g., corn, cotton, and potatoes, or one grain or the grasses. History, value, climate limitations, culture, harvesting and use of product.

Animal Industry.—Farm animals and their products; effect on farm methods and human labor.

Horses: Types and breeds; care and training.

Cattle: Types and breeds; the herd. Cattle products, beef and milk; handling and use of milk.

Text.—Warren, Elements of Agriculture with collateral reading (see references after each chapter). The topics are to be redistributed to correlate and synchronize with different phases of necessary farm work.

Laboratory and Field Exercises.—Follow the order and time of practical farm activities, using exercises and problems book and supplementing from other authorities. At least one-half of the time will be given to practicums, developing judgment and skill.

Four 40-minute recitation periods per week; eight 45-minute laboratory and field exercises per week throughout school year.

TENTH YEAR.

General Preliminary Consideration.—The farm as the unit in agriculture. Relative value and importance of its various products.

Agronomy.—Systems of cropping, rotation and diversification; cover crops and green manures.

Horticulture.—Intensive study of the garden and orchard. Plant propagation with reference to horticulture. Setting trees, tillage and culture. The farm and home garden; significance of birds and insects; enemies of plants. Spraying and other methods of combating this.

Forestry.—Significance and method; wood as a farm crop. The ornamental garden; minor field crops.

Animal Industry.—Feeds and feeding; food elements and materials; digestibility of feeding; standards; balanced rations.

Swine, sheep and poultry: Types and breed; care and products.

Dairying continued.

Field and Laboratory Exercises.—(See directions under Ninth Year.)

Text.—Warren, Principles of Agriculture, with collateral reading.

ELEVENTH YEAR.

Farm Management.—Farming as a source of income. Opportunities and character of farming in various sections.

The selection and purchase of a farm. Titles and legal considerations. Tenures.

Planning a farm; location of fields, roads, buildings, etc.

Systems of cropping; specialized production.

Equipment: Proportion of capital to be invested in various departments; essentials and non-essentials.

Labor and its management.

Marketing.

Records and accounts; farm bookkeeping; inventories.

Coöperation and community factors in success.

Teacher's Text.—Warren and Livermore, Laboratory Exercises in Farm Management.

Five 45-minute recitations or exercises per week throughout school year.

ELEVENTH AND TWELFTH YEARS.

Remunerated Work of a Supervisory or Responsible Character.—In connection with the necessary work of the institution, academic credit for one unit will be given for work in any of the following or similar lines on conditions defined on page 23: Charge of one or more field crops, garden, or orchard, or school grounds, or stock, or poultry; dairy work; care of fences, roads, bridges; work as assistant in laboratory and field; teaching agriculture in lower grades; independent farming on small scale.

Equivalent of fifteen 45-minute periods.

Biblical History

EIGHTH YEAR.

Biblical History Taught Biographically.—The course will cover the chief characters of the Old and New Testaments and the life of Christ.

Text-books.—Leaders of Israel, Parts I and II; Leaders of the New Testament, Parts I and II, in Pilgrim Graded Lessons; Intermediate Series (Pilgrim Press, Boston); and Gates, Life of Christ.

Two 30-minute periods per week throughout school year.

TENTH YEAR.

The intensive study of Hebrew history, especially from the twelfth to the fifth centuries, will come in its chronological order, after the study of the ancient world is begun. It will be pursued with the same accuracy and definiteness as the study of the other nations, the immediate aim being intelligence. The spiritual message will be most emphatic if the facts are clearly presented and allowed to speak for themselves.

Text-book.—Kent, Historical Bible, Founders and Leaders of Israel, and Kings and Prophets of the United Kingdom.

Five 45-minute periods per week—one-half year.

Chemistry

NINTH YEAR.

The principal elements and their compounds, with reference to their importance in agriculture and the home-making arts; chemical terms and formulas.

During the second half-year the course will divide into an elementary treatment of the chemistry of soils and fertilizers, and an introductory view of plant life *for boys*, and of chemistry as involved in the household processes *for girls*, including such topics as combustion; water, cleaning, bleaching; acids, bases, and salts; cooking; food constituents and adulterations; plant life; digestion; lighting, heating and plumbing.

Text-books.—Snyder, Chemistry of Plant and Animal Life (pp. 1-154); Dodd, Chemistry of the Household.

Two 45-minute periods per week throughout school year.

TENTH YEAR.

Agricultural Chemistry.—Constituents of plant life; chemistry of growth; composition of fodder, cereals, roots, tubers, and fruits; chemistry of fermentation and digestion; applications, and nutrition and feeding of animals and man.

Text-book.—Snyder, Chemistry of Plant and Animal Life (pp. 154-398).

Two 45-minute periods per week throughout school year.

Cooking and Household Practice

SEVENTH YEAR.

Equipment and care of the kitchen, sink, garbage, closets, tables; study of various kinds of stoves and ranges; the comparative value of fuels; weights and measures; cereals, potatoes, fresh and dried fruits, eggs, milk, quick breads, flour pastes (Williams and Fisher, chs. i-iv); vegetables (pp. 235-248); beverages (pp. 308-314); simple meat dishes (pp. 144-192); simple desserts (pp. 263-276). Planning, cooking, and serving a simple breakfast.

Three 45-minute periods per week.

EIGHTH YEAR.

Cooking.—Care of table linen and dishes; laying table for different meals; waiting, clearing table and washing dishes; temperature and time of cooking; providing materials for meals, calculating cost, preparing menus. General principles involved and the making of yeast bread, white and brown; rolls, muffins, coffee, spice and rasin bread; soup making, with and without meats; purees from beans, peas, and other vegetables, with and without meat; stews, hashes, and minces; simple meat dishes; simple desserts; chicken, cleaning and cooking in various ways; bacon, boiled and fried; beverages; cooking for infants; desirable and undesirable food for infants; the comparative values of mother's milk and cow's milk; modified, pasteurized and sterilized milk; care and choice of bottles; dangers from milk. Planning and serving simple lunches and dinners.

Housekeeping.—Care of the house and its furnishings; practical work in cleaning floors, windows, woodwork; care of bedrooms, dining room and living rooms, bathroom and kitchen; care of silver and other metals; renovation of household furnishings.

Three 45-minute periods per week.

Text.—Williams and Fisher, Elements of the Theory and Practice of Cookery.

References.—Wilson, Handbook of Domestic Science and the Household Arts; the Profession of Home-making; Holt, Care and Feeding of the Child.

NINTH YEAR.

Cooking.—Study of food combinations; different applications of heat to foodstuffs; cooking and typical foods, representing proteids, fats and carbohydrates; preservation of food by sterilization; other methods of preservation, wholesome and unwholesome; canning fruits and vegetables of the season; serving, continued; adaptability of different materials; breads, cakes, vegetables, sauces, croquettes; utilizing left-overs; principles and methods of freezing ices and ice creams. Planning and serving a simple dinner.

Food Study.—Nutrition, digestibility, cost, place in diet; chemical changes in cooking; sources and preparation of various articles of food found in the markets. Animal foods, meat, fish; animal products, milk, butter, cheese, eggs; vegetable foods, roots, tubers, green vegetables, fruits, nuts, legumes, cereals. Qualitative tests as to food constituents; composition, cost, and nutritive value. Processes of manufacturing cereals, flours, sugars, cheese, spices, tea, coffee, cocoa. Methods of preparation of foods for commercial purposes, drying, salting, smoking, use of antiseptics and preservatives, refrigeration.

Five 45-minute periods per week.

Laundry Work.—Water, kinds, treatment of hard water; soaps, alkalis; blueing; starches; bleaching agents, preparation, use, explanation and demonstration; sorting clothes; removal of stains; preservation of color in fabrics; irons; laundry utensils, including machinery; practical work in washing, ironing and folding bed, table and body linen; flannels; cotton materials; lingerie and tailored shirtwaists; neckwear; dresses; renovating, cleaning and pressing cloth suits, silk waists, ribbons, laces.

Two 45-minute periods per week.

TENTH YEAR.

Cooking.—The use of sugar as a preservative; selection and preparation of fruits and jars for jelly and jam; making jelly and jam according to season; pastry; pies and tarts; salads, meats, fish, vegetables, fruits, desserts, cakes, cookies. Practice in preparing and serving meal combinations, within a given time, for a prescribed number of people, at a certain cost. Serving, continued;

cookery for children and invalids, refreshing drinks, liquids, soft solids, arranging tray; combinations of food for diseases requiring dietetic treatment.

Dietetic Review of food constituents and their functions and application in nutrition; physiology of digestion; experiments in salivary, pancreatic and gastric digestion; assimilation of the digested products; excretion of waste products; study of dietary standards; dietaries; selection of food for persons of various ages and occupations; computation of dietaries of equal nutritive value, but at widely varying prices, for individuals or groups.

Three 45-minute periods per week.

Home Management.—Site, plans and structure; building materials; sanitary standards; inspection of illustrative buildings when possible; house furnishing, heating, plumbing, ventilation, lighting, water supply, disposal of waste (Hough and Sedgewick, Elements of Hygiene and Sanitation, chs. xxix-xxx). House decoration; purpose of decoration; floors and walls, treatment; color; coverings, adaptation to size; lighting and means. Furniture, kind suited to home and means; styles; amount necessary and useful. Curtains, draperies, considering locality and seasonal variations. Ornaments and pictures, general principles which should govern their distribution, with special reference to local use and abuse of these principles (Daniels, Furnishing a Modest Home). House cleaning; elimination of household pests (Wilson). Household and personal accounts (Haskins, How to Keep Household Accounts). Marketing; theoretical instruction; visits to markets when possible to see demonstrations in meat-cutting, judging of fish and poultry, vegetables; dry groceries, instruction in purchasing wholesale and retail. Each student should be provided with a note book wherein all the enumerated steps are taken theoretically, with the help of catalogues, from drawing the plans to entirely furnishing and decorating a home, within a given cost.

Two 45-minute periods per week.

ELEVENTH YEAR.

Cooking.—Responsibility under supervision both for planning, management and practice, involving a review of the first two years' work; practice in cooking and serving meals; cooking in large quantities; selling the product; may be offered in the following lines as the facilities of the school permit:

Institutional Cooking.—Work as matron's assistants, planning, cooking and serving for large numbers in school boarding departments or noon lunch rooms.

Dormitory or laundry supervision.

Group housekeeping, in model homes.

Laboratory assistants, with practice in teaching Domestic Science.

Fifteen 45-minute periods per week.

Home Nursing.—Sick rooms and furnishings; ventilation; simple ailments; symptoms of disease; care of the patient, adults, children, infants; making and changing bed; lifting and handling patient; baths and bathing; giving of medicine; purgatives, enemas, douches, poultices, fermentations; precautions and preventions; contagious diseases; poisons and antidotes; foreign bodies in eye, ear, nose and throat; disinfectants; emergencies.

One 45-minute period per week.

TWELFTH YEAR.

Cooking.—Work of the preceding year continued; arranging daily bill of fare throughout the year, six persons of various occupations at a prescribed cost. Banquet to director of department and other guests.

Drawing and Design

SEVENTH YEAR.

Study of plant, flower and print forms, rendering in outline and mass with pencil and ink-wash. Study of values. Still-life drawing.

Decorative composition from natural forms and objects.

Constructive drawing; instruments and conventions; geometric problems; working plans; a simple alphabet.

Design; exercises in balance, rhythm and harmony, with given spaces, units and arrangements, allowing slight modification by the pupil.

Applied design; use of decorative composition, alphabet, etc., in making note book covers or posters.

One 45-minute period per week throughout the school year.

EIGHTH YEAR.

Continue the study of natural form and still-life and decorative composition. Use of water colors and crayon.

Constructive drawing; making working drawings of simple objects.

Designs; exercises in balance, rhythm and harmony. Development of harmonious color schemes from nature. Study and modification of plans for furniture and cabinet work.

Applied design. Surface decoration in color of objects designed.

One 45-minute period throughout school year.

NINTH YEAR.

Continue study of natural forms and still-life, and decorative composition. Add landscape and animal studies.

Constructive drawing; continue making plans, sections. Study of architects' drawings of water, heating and sewerage systems of a modern house.

JUBILEE CLUB.

STOREHOUSE.

Design; exercises in balance, rhythm and harmony continued.

Applied design; embroidery and decorative needlework patterns.

One 45-minute period throughout school year.

TENTH YEAR.

Continue picture and decorative renderings; all mediums.

Continue constructive drawing; planning and working drawings of simple house.

Design; furniture and architectural details; surface patterns as involved in carpets and wall papers.

One 45-minute period throughout school year.

References.—Art Education Course (Prang Education Co., 3-book series), Advanced Book, Art Education Course for High School (Prang Educational Co.). Applied Arts, Drawing Books VII and VIII (Atkinson, Mantzner and Grover).

Mechanics

SEVENTH YEAR.

Woodworking.—Use and care of hand tools. Fundamental processes taught by progressive exercises.

Making wooden parts of farm tools and implements, racks and receptacles for produce, stakes and markers for experimental plots, racks and apparatus for agricultural laboratory, simple objects of domestic use of house furnishing.

Three 45-minute periods per week throughout the school year.

Ironworking.—Use and care of blacksmith's tools and shop. Drilling and bending. Use of dies, punches, screw plates and taps. Forge practice; progressive exercises. Sharpening tools.

Making and repairing iron parts of farm tools and implements, hinges and fastenings for barn doors and gates.

Two 45-minute periods per week throughout school year.

EIGHTH YEAR.

Woodworking.—Construction of gates, doors, fences, bridges, poultry houses and other small farm buildings and accessories; study of structural principles and approved models; repair of implements and vehicles.

Two 45-minute periods per week throughout school year.

Bricklaying and Concrete Work.—Simple piers and foundations; use of concrete in farm construction.

Ironworking.—Forge practice continued; ironing and repairing wheelbarrows and carts; theory of horseshoeing, with observation; cutting and fitting water pipes and fixtures.

Harness Repairing.—Simple tools and processes.

Three 45-minute periods per week throughout school year, divided between ironworking, bricklaying and concrete work and harness repairs.

NINTH YEAR.

Agricultural Group.

Carpentry.—Construction of farm buildings; framing and details for simple work; study of plans.

Three 45-minute periods per week throughout school year.

TENTH YEAR.

Agricultural Group.

Machine Study.—Care and operation, taking down and assembling farm machinery, power machinery; study of steam or gasoline engine; adjustment of pulleys, belts, shafting, etc.

Water, drainage, and sewerage; disposal system for rural conditions.

NINTH YEAR.

Mechanical Group.

Carpentry and Bricklaying.—Construction of farm houses and buildings; cutting and framing; roof construction; framing of rafters and gutters; setting door and window frames; weatherboarding; shingling; laying floors; ceiling and wainscoting. Foundations, flues, and chimneys.

Blacksmithing and Wheelwrighting.—Making wood and iron parts of machines and vehicles from drawings and patterns; repairing and assembling; wheel repairs and tire-setting; horseshoeing.

Machine Study and Farm Engineering.—Care and adjustment of pumps and water heating systems. Taking down and assembling, care and operation of farm machinery. Sawmill work. Drainage systems and disposal of sewerage.

Nine 45-minute periods per week throughout school year.

TENTH YEAR.

Mechanical Group.

Carpentry.—Interior details and finish; stairways; porches, laying finish floors; fitting and hanging windows and doors; putting in hardware, wood finishes, cabinet work and built-in furniture.

Blacksmithing and Wheelwrighting.—Continue making parts and repairs; building of wheelbarrows, carts and light wagons; painting and finishing.

Machine Study and Farm Engineering.—Power as applied to farm machinery and processes. Study and operation of steam and gasoline engines. Installation of machinery and adjustment of pulleys, belts, and shafting.

Twelve 45-minute periods per week throughout school year.

Mechanical Drawing

SEVENTH YEAR.

Use of drawing board, T-square and triangle. Drawing lines and simple constructions. Principles of working drawings; conventions. Free-hand working drawings from objects. Making working drawings of shop projects to scale. Two views. A simple alphabet.

EIGHTH YEAR.

Making working drawings of shop projects throughout the year. Simple joints and structural details. Design; individual modification of model plans within limits set by instructor. Principles of simplicity; structural sincerity; proportion and refinement of line.

Geometric problems; constructive drawing based on mensuration; problems in arithmetic.

NINTH YEAR.

Theory of orthographic projection; exercises, sections and intersections of solids.

The pupil will elect further work in harmony with his mechanical specialization, as follows:

Carpentry.—Architectural drawing; free-hand and mechanical perspective. Design and working drawings for simple buildings.

Blacksmithing, Wheelwrighting, and Machine Study.—Development of surfaces. Drawing patterns and machine parts.

TENTH YEAR.

Carpentry.—Design, working plans, specifications and details for simple rural home and farm buildings. Estimates, contracts, and building laws.

Blacksmithing and Wheelwrighting.—Continue pattern drawing. Complete working plans and details for simple vehicles.

Machine Study and Farm Engineering.—Continue drawing of machine and engine parts. Design and working drawings for rural water system and farm shop with power transmission. Plotting surveys, terrace and drainage systems.

Home Economics.

Household Mechanics.—Use of simple tools necessary in minor household repairs. Lessons in mending locks and latches; hanging doors; setting glass; mixing and applying paints; renewing pump faucet valves; furniture cleaning and refinishing; chair caning; upholstery; cobbling, with view to preventing the deterioration and waste of household material and making the family independent of the paid mechanic in such matters.

ELEVENTH AND TWELFTH YEARS.

Competent students will be assigned to the industries which they have specialized for responsible and suitable work, such as carpentry, cabinet making, repair of school furniture, shop supervision, care of water, heat, and plumbing, running engines and machinery; farm repairs; blacksmithing, etc.

Physical Science

EIGHTH YEAR.

The course consists of a series of concrete studies of applications of physical law, with very simple generalizations and a few calculations. To quicken curiosity, aid observation and analysis, and give experience in manipulation, is the object of the course, rather than to understand the formulas and mathematics of physics. It should be closely related to practical farm work and shop exercises. Nothing should be studied which cannot be examined locally in actual use (including a study of draft of vehicles).

The pendulum, machines, the pulley, lever, wheel and axle, including plane, screw and wedge; efficiency vs. friction in vehicles, washing machine and food grinder, lathe and farm machine; the fountain, the hydraulic press; atmospheric pressure, suction and force pumps; water systems; heating, stove, furnace, hot water and steam; ventilating systems; steam and gas engines; spectacles and the camera; electric bells and the telephone.

Study of materials; characteristics of wood and iron.

Sewing

SECOND YEAR.

Cord and raffia work; knotting, braiding; chainwork; weaving over reed.

Sewing; canvas, with worsted. (Worsted, needles, thimbles.)

Two 20-minute periods per week.

THIRD YEAR.

Simple basketry; reed and raffia.

Sewing; canvas, with worsted. Elementary stitches (basting running stitch). (Ginghams; cotton, No. 40; needles, No. 7.)

One 30-minute period per week.

FOURTH YEAR.

Overhanding, hemming, gathering, sewing on buttons, patching, buttonhole stitch.

Workbag, apron, doll's clothes.

One 30-minute period per week.

FIFTH YEAR.

Buttonholes, mending, stocking darning, cutting and making undergarments (preferably children's, on account of the size). Rudimentary instruction in the use of the sewing machine, when it is advisable for the pupil.

One 60-minute period per week.

SIXTH YEAR.

Estimating quantity of material; sewing on buttons, hooks and eyes; mending, stocking darning; use of patterns; cutting and making neck-wear and undergarments (full size); instruction in the use of the sewing machine.

One 60-minute period per week.

SEVENTH YEAR.

Planning of material, color schemes and cost; care of clothing, brushes, hangers, drawers, closet; cutting and making of undergarments and children's dresses; lengthening and repairing dresses; instruction in the use of sewing machine attachments.

Four 45-minute periods per week.

EIGHTH YEAR.

Cutting and making garments (by bought patterns); unlined cotton shirtwaists, children's dresses and undergarments; simple embroidery, white applied on white; fancy aprons; neck-wear; instruction in the use and choice of material, with reference to cost and needs; planning how to spend a prescribed sum most advantageously in buying a summer wardrobe for a girl of fifteen years.

Four 45-minute periods per week.

NINTH YEAR.

Selection and use of materials; cutting, basting, stitching underwear and plain shirtwaists, cotton skirts and dresses; making over dresses; hand and machine sewing; study of color and design; application of simple embroidery stitches to household and personal linen; planning how to spend a certain sum most advantageously in buying a winter wardrobe for a girl of sixteen years. Each student shall make for herself one set of underwear and one shirtwaist.

Four 45-minute periods per week.

TENTH YEAR.

Sewing and Dressmaking.—Choice of materials; cutting, hanging, facing, trimming skirts, with understanding of the principles involved in changing fashions and designs; making tailored and lingerie shirtwaists; cutting, fitting and trimming cotton dresses; talks on form, line and proportion, in relation to drafting and trimming; renovating materials; planning a wardrobe for a girl of sixteen years; study of color and design; application to household and personal use.

Each student shall make for herself a tailored skirt and a wash dress.

Millinery.—Talks on color, materials, and textiles; making buckram frames; wiring, binding, folds, facings, tucks, puffed edges, drapery, bows of all kinds, steaming and mirroring velvet; hemming and steaming crepe; making wire hats from measurements, bonnets; retrimming and making hats from old materials.

Four 45-minute periods per week.

ELEVENTH YEAR.

Sewing and Dressmaking.—Specialized sewing according to the demands of the school; dressmaking for teachers and pupils, etc., with practice in the teaching of sewing in the grades five or twelve; trade in dressmaking; study of fabrics; drafting skirts, waists, sleeves, etc., from measurement.

Each student shall make for herself a tailored suit of either linen or wool.

Millinery.—Talks on color, form and line; study of the manufacture of silk and other materials; toque and turban trimming; children's hats; retrimming and renovating materials; making mourning hats; draping veils; copying and designing.

Fifteen 45-minute periods per week.

Each student shall have the privilege of trimming hats to order, under supervision, one-half the remuneration to go to the student, the other to the school.

Reference.—Amy Reeve, Practical Home Millinery.

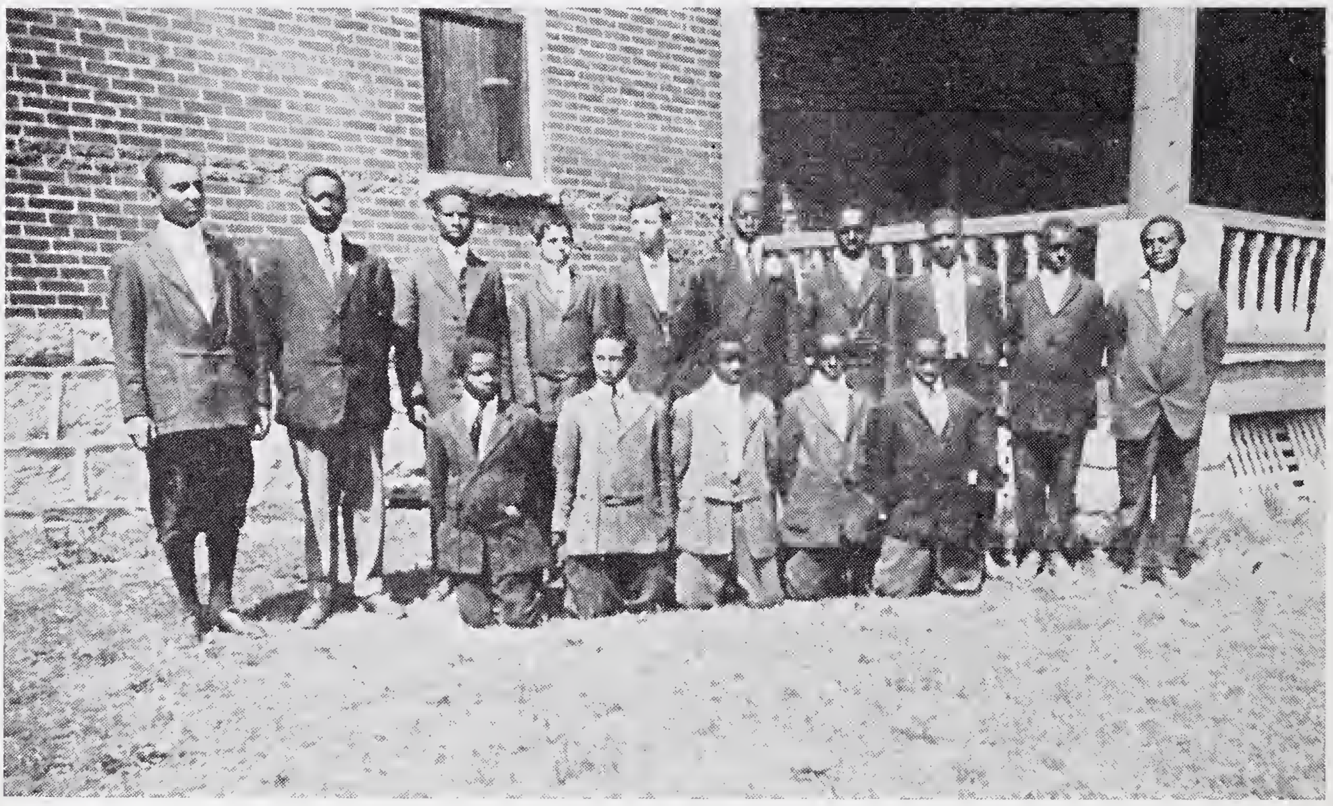
TWELFTH YEAR.

Specialized sewing of the eleventh grade continued. Work in dressmaking, involving drafting, cutting, fitting, pressing garments of all kinds; drafting coats of different styles, having various kinds of collars and pockets. Planning wardrobe for (a) child of four years; (b) child of ten years.

Each student shall make her graduation dress.

Fifteen 45-minute periods per week.

YOUNG MEN'S CHRISTIAN ASSOCIATION CABINET.



YOUNG BOY'S CHRISTIAN CLUB.

Miscellaneous

Organization

Joseph Keasbey Brick Agricultural, Industrial and Normal School was organized in 1895 by the American Missionary Association.

Location

The school is situated on the east side of the Atlantic Coast Line, the principal railroad between New York and Florida. It is three miles south of Enfield, and twenty-two miles south of Weldon. From a geological point of view the location is full of interest. The soil is composed of alternate layers of sand, clay and gravel. Below this we find marl in abundance. The section was doubtless washed by the waters of the Atlantic Ocean. Fossils of submarine animals may also be found. Huge boulders are left here and there to remind us that some powerful force has been at work. Vegetation is luxuriant. Almost every tree and plant in this zone may be found here.

Historically considered, no section of the State has more interest than the three counties, Edgecombe, Nash and Halifax, which join our school farm. It was the seat of the aristocracy of the State. The community is proud of its sires and their deeds.

The climate is mild, the water is excellent, and all the surroundings are healthful and good. Fishing Creek, which is a navigable stream, affords an excellent opportunity to students and teachers alike who have time and taste for fishing. It winds around our farm for nearly two miles. Students who are seeking a quiet retreat for study can find no better location in the State than the Brick School.

Aim

The aim of the school is to teach young people to respect themselves and to respect others, to form true ideas and correct habits of life; to give them that mental discipline which, when combined with the industrial, will fit them to fill, with honor and proficiency, the practical and responsible places in the homes and in the various communities where they may live. There was a time when the Negro did practically no thinking for himself.

Membership

For membership in this school all applicants must have a good moral standing. Those from abroad should bring letters of satisfactory recommendation.

Day students and boarders are under the same general regulations of the school. All students should be present at the beginning of the school year and remain the entire school session, if possible.

For a student to retain his place in his class all lessons lost for any reason must be made up. Those who do not make up lost lessons will not be allowed to take the term examinations, and hence will not be promoted. Students absenting themselves from examinations will be required to take such examinations before being promoted, and a charge of twenty-five cents will be made for the same.

Students from abroad are advised not to travel on the Sabbath. Those who intend to leave school during the session should notify the Principal.

Students are required to attend the industrial classes with the same regularity as they do their other classes. They must provide their own books.

Firearms, snuff, tobacco, intoxicants, and profanity will not be allowed on the grounds nor tolerated in any way. Students are not expected to leave the school grounds without an excuse from the Principal or the matron of the hall in which they live.

Religious

Aside from the Christian societies mentioned below, the school has preaching once each month. Weekly meetings are held every Sunday night, led by one of the teachers.

The Societies

The Young Men's Christian Association is conducted entirely by the young men of the school. They have their meeting every Sunday morning and their various committees have done very much to help the people in the surrounding communities.

The Y. W. C. A. is conducted by the young ladies of the school. They have their meeting every Sunday afternoon.

There are five King's Daughters' circles, which are conducted by the lady teachers. They meet at a convenient hour during the week.

The Christian spirit of the entire school is very much strengthened by these organizations.

Sunday School and Sunday evening prayer meetings are maintained through the year. The day teachers teach the Sunday School classes, and the gentlemen teachers take their turn in leading the Sunday evening prayer meetings.

All students are required to attend the Sunday School and the Sunday evening meetings, unless they are excused by the matron.

Those who are not in the boarding department are encouraged to attend similar services at their own churches.

Rules

Few rules need be given such as should govern every well-ordered home. None will be given that may not be embraced in the Golden Rule: "Do unto others as you would that others should do unto you."

It is expected that these rules include:

1. Neatness of person and dress.
2. Purity of word and of behaviour.
3. Cleanliness of desks, books and rooms.
4. Students defacing the walls or furniture of any of the buildings, dormitories, shops or barn, either with knives, nails, pencils or crayon, are liable to suspension.
5. Courteous bearing to teachers and fellow-students.

6. Punctuality in every duty.
7. Earnest devotion to school work.
8. Quietness in all movements.
9. Respect for the rights of others in all things.
10. Obedience to the laws of love and duty.

Those who enter the school are expected to accept these regulations and abide by them at once. Those who can not abide by them will not be retained in the school, and they may be suspended, as the Principal and teachers think best.

Dress

It would be well for all students to provide themselves with rubber overshoes and rubber cloaks and coats for rainy weather. It is a fact that most of the sickness we have had in our school has been on account of the need of comfortable clothes to keep the body warm.

We advise that at commencement all the young ladies wear plain white dresses, with a ribbon belt.

We shall not allow students *upon any occasion* to wear *silk waists, satin waists,* or dress skirts of either material. Expensive or elaborate trimmings of any kind will be forbidden. We expect students to be dressed comfortably and *modestly.*

It will be well for parents to note carefully these remarks as they prepare their daughters for school.

Literary Societies

The students have a literary society which meets once every two weeks. At each meeting a program is rendered, consisting of debates, orations, essays, reading, etc.

Expenses

Tuition in all Grades, per month	$1.00
Tuition in Instrumental Music, eight lessons per month	2.00
Tuition and Board, including furnished rooms, heat, light and washing per calendar month, payable on the day of entry	9.00
Extra Examinations, each	.25
Incidental Fee (boarding students)	2.00

TEACHERS' COTTAGE, No. 1.

TEACHERS' COTTAGE, No. 2.

Medical Fee, which insures the attention of a physician in case of sickness, but does not incude medicine and drugs	$1.00
Laboratory Fee, for Normal students only, per year	1.00
Library Fee	.25

The charges for board are $9 per month or $72 for the school year. No reductions are made in tuition or board for vacations or for temporary absence by the student for a few days. Students who know at the beginning of the month that they are expecting to be in the boarding department for less than a month may pay their board at the rate of 35 cents a day.

Students paying tuition by the week will be charged on the basis of $1.20 per month. Those who pay for board by the week will also be charged a higher rate than those who register for the full month.

Incidental Fees covering cost of Board and Registration as above, for Normal students	$13.50
Incidental Fees covering cost of Board and Registration for Sub-normals, as above	12.50

Students who are admitted to the boarding department and day school on the condition of paying a part of their bills in work are expected to give satisfaction in their work. If they do not give satisfaction in their work, bills will be sent to their parents or guardians for an amount to cover the cost of all expenses.

All students are required to pay full board in advance the first month, whether they expect to work out a portion of their account or not.

No student should come to the school expecting to pay all or a part of his expenses in work without a previous correspondence with the Principal.

Students who leave the school during the session, without an excuse from the Principal and a statement of their financial standing from the school Treasurer, will be considered dishonorably dismissed.

Remittances in payment of bills should be sent directly to the school authorities and not to the pupil.

Time lost on account of sickness or bad weather must be paid for or made up by those who are given a chance to pay a part of their expenses in work.

Those who are given an opportunity to work out a part of their expenses must perform the work assigned to them at regular hours.

No student will be registered in the day school or in the boarding department for a shorter period than a month. Money will not be refunded to students who leave before the first month is up, except in cases of actual sickness.

Students must furnish their own towels, soap, table napkins, window shades and sash curtains.

General Information

Books will not be sold on credit. The medical fee of one dollar must be paid when the student registers at the Treasurer's office. *All bills are payable strictly in advance on the first day of each month.* When parents and students receive statements of their accounts they should comply with the regulations and make remittances at once. Remittances in payment of bills should be made by postoffice or express money order, bank draft, check, or registered letter. Money orders and drafts should be made payable to T. S. Inborden, Principal, or Benj. L. Taylor, Treasurer.

All books used in the school may be obtained at the Treasurer's office for *cash.*

All students in the boarding department are expected to work one hour each day without remuneration, except the general privileges of the school.

Boys who wish to pay a part of their expenses in work must provide themselves with overalls.

Students and trunks will be taken to and from the train at Enfield the day before the opening and day after the closing of each term. The charge for this service is twenty-five cents. Baggage without student, or student without baggage, will cost fifteen cents. After the day before the opening and the day after the closing of each term, the charge will be fifty cents for student and trunk.

Students wishing letters of honorable dismissal from the school should settle all bills before asking for such letters.

Students who wish to join the work department of the school are requested to read carefully what is below under "Special Opportunities," and write to the Principal or Treasurer, stating whether they can comply with those regulations.

Bricks, the name of the school station, is a regular flag stop for trains 33 and 34 of the Atlantic Coast Line Railroad. Those coming to the school should take these trains when it is convenient to do so, as it will save expense and time. Those who come on these trains should notify the conductor before getting to Enfield or Whitakers that they wish to get off at Bricks. Passengers should also ask the conductor to have their baggage put off at Bricks. Bricks is three miles south of Enfield and three miles north of Whitakers. The fare from either Whitakers or Enfield to Bricks is ten cents. By consulting a time-table of the Atlantic Coast Line Railroad, passengers will see what connections can be made with the trains that stop at Bricks. All money orders should be drawn on Bricks.

Special Opportunities

The school owns a farm of 1,129 acres. Ten or fifteen young men, by working on this farm, receive all the privileges of the boarding department, including furnished room, heat, light, and washing; the advantages of the night school, and the opportunity of earning from eight to ten dollars per month, to be placed to their board account when they enter the day school.

Work students are required to stay in the work department one year from the time of entrance. Such students must be over sixteen years old, healthy, and able to do farm work. They should come prepared to buy their books. Work students who do not abide by the regulations and who do not give satisfaction in their work will not be retained in the school, and *on being sent away forfeit their right to their earnings.* What they earn is not transferable, but must be used to pay their board bill while they are in school. No fixed sum is guaranteed to students for their labor. Their work is valued according to the kind done and the spirit with which it is done. All work is instructive and methodical and under the supervision of experienced teachers.

All girls who make application to enter the work department or wish to work out any part of their expenses, must come provided with at least four aprons.

Boys who enter the work department should have enough money to supply themselves with clothes and shoes for a year.

As a guarantee of good faith, students on filing application to enter the work department are required to send sufficient money with the application to cover the cost of the following items:

Medical fee	$1.00
Books	2.50
Transportation	.25
Incidental fee	2.00
Library fee	.25
	$6.00

If the applicant does not come the money will be refunded.

To Parents

Parents are invited to visit the school from time to time and note the progress of their children. They should unite with the teachers in enforcing prompt and regular attendance, in maintaining good order and discipline in the home, classrooms, and on the public highways. They should see that their children give a reasonable part of their time to the preparation of their lessons while at home and under good conditions. They need quietness, a table, and a light.

When little troubles happen among children, as they often do, they should not be left to them to fight it out on the roads, but parents should settle them in an amicable way.

Children can not progress in their studies when they are in all sorts of society, on the streets and elsewhere, at all hours of the night. They can not be advanced with their grades when they lose a third or half of the school year. They can not afford to lose a single day.

When you send money to the school, always require your children to bring receipts, and keep these receipts; in doing so you keep up with your business. Never allow your account to run behind. It is easier to pay a small bill than a large one. When you can't possibly meet your obligations, do not send word by the children, but come yourself and make such arrangements with the school Treasurer as will give satisfaction.

No special dress will be needed for commencement. If the parents will write the Principal, he will advise what will be needed in the way of wearing apparel.

Do not keep your children out of school because you can not dress them as well as Mr. A. They can be clean and neat without finery. Brain does not always accompany fine clothes.

If you want your children usefully educated, a few things are absolutely necessary on your part—an early start, a sacrifice, and a will.

For further information, write to

T. S. INBORDEN, *Principal,* or
BENJ. L. TAYLOR, *Treasurer.*

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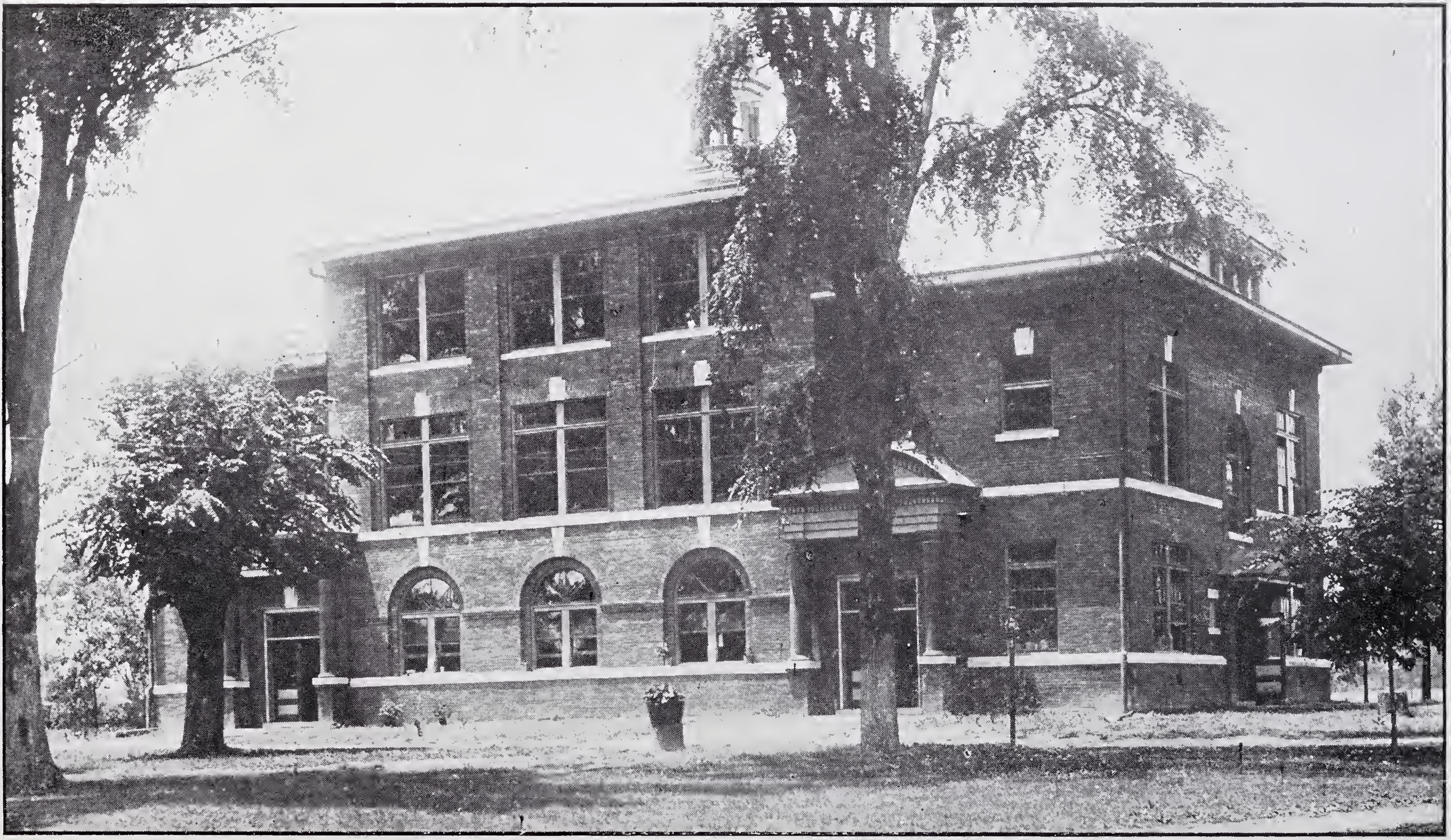
Joseph Keasbey Brick Agricultural Industrial and Normal School

BRICKS, NORTH CAROLINA
1916-1917



ELMA HALL—ADMINISTRATION AND CLASS ROOM BUILDING

CATALOGUE

OF THE

TEACHERS AND STUDENTS

OF

Joseph Keasbey Brick

Agricultural, Industrial and Normal School

BRICKS, NORTH CAROLINA

WITH
STATEMENT OF COURSES OF STUDY
EXPENSES AND GENERAL
INFORMATION

For the School Year 1916-1917

RALEIGH
EDWARDS & BROUGHTON PRINTING CO.
1916

Calendar 1916-1917

1916.

Wednesday, September 27—Boarding Department opens and school begins.

Friday, November 24—Public Rhetoricals.

Thursday, November 30—Thanksgiving. Social in the evening.

Friday, December 15—Public Rhetoricals.

Friday, December 23-26—Christmas vacation.

1917.

Monday, January 1—Holiday.

Friday, January 26—Public Rhetoricals.

Friday, February 2—End of first semester.

Thursday, February 22—Farmers' Day, Washington's Birthday.

Friday, February 23—Public Rhetoricals.

Friday, March 23—Public Rhetoricals.

Friday, April 6—Public Rhetoricals.

Friday, April 27—Public Rhetoricals.

Tuesday, May 1—Founder's Day.

Sunday, May 27—Baccalaureate Sermon.

Monday, May 28, at 7:30 p. m.—Exhibition of Primary Grades.

Tuesday, May 29, at 7:30 p. m.—Exhibition of Grammar Grades.

Wednesday, May 30, at 10:00 a. m.—Graduating Exercises.

Wednesday, May 30, at 2:30 p. m.—Exhibition of Musical Department.

Summer vacation, May 31 to October 1, 1917.

The holidays included in the above—Thanksgiving, Christmas Day, Monday, January 1; Friday, February 2; Farmers' Day, Thursday, February 22; Easter Monday, and Founder's Day.

THE SCHOOL IS UNDER THE CARE AND
SUPERVISION OF THE

American Missionary Association

CONGREGATIONAL ROOMS

FOURTH AVENUE AND TWENTY-SECOND STREET, NEW YORK, N. Y.

REV. A. F. BEARD, D.D., Honorary Secretary and Editor.

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Teachers and Officers

T. S. INBORDEN, M.A., *Principal.*
BENJAMIN L. TAYLOR, *Treasurer.*

Teacher Training Department

MRS. LOIS JOHNS ALLEN, A.B.,
Rural Extension Worker.
MISS LUCILLE MCLENDON,
Methods in Elementary Education.

Academic Department

R. J. ELZY, B.S.,
Science.
S. A. ALLEN, A.B.,
Latin and English.
MRS. S. J. E. INBORDEN, B.L.,
Mathematics.
MISS ANNA E. BROWN, Pd.B.,
History.
REV. P. L. LACOUR, B.L.,
Sixth Grade.
MRS. S. H. FLETCHER, A.B.,
Fourth and Fifth Grades.
MISS GEORGIA JONES,
Primary Department.

Industrial Department

JOSEPH FLETCHER, A.B.,
Manual Training.
E. F. COLSON, B.Agr.,
Agriculture.
H. G. FORNEY, B.Agr.,
Farm Manager.
MRS. A. L. DAVIS,
Sewing and Matron of Brewster Hall.
MRS. ALICE M. LACOUR,
Preceptress of Benedict Hall and Supervisor of Laundry.
MISS L. E. COBBS,
Domestic Science.
MISS MARY V. LITTLE,
Matron of Dining Hall.

Music Department

MISS J. P. BARRY,
Instrumental and Vocal.
MISS LILLIAN A. HALL,
Clerk and Assistant Postmistress.

Students

Elementary School

First Grade

(Boarding students are indicated by a (b) following name.)

Arrington, Etta Lee	Bricks, N. C.
Arrington, Fannie Lee	Bricks, N. C.
Arrington, Otis	Enfield, N. C.
Austin, Berlyn	Whitakers, N. C.
Burnette, Ethel	Bricks, N. C.
Nixon, Pearl	Greensboro, N. C.
Royster, Graham (b)	Nashville, N. C.
Williams, Jesse	Bricks, N. C.
Williams, Janet	Bricks, N. C.

Second Grade

Bryant, Joseph	Bricks, N. C.
Brodie, Maria	Whitakers, N. C.
Burnette, Addie	Bricks, N. C.
Burnette, Sylvester	Bricks, N. C.
Forney, Harding	Bricks, N. C.
Forney, Myrtle	Bricks, N. C.
Foster, Mabel	Bricks, N. C.
Hill, Mary	Whitakers, N. C.
Hill, Carrie V.	Whitakers, N. C.
Hill, Annie M.	Whitakers, N. C.
Hilliard, Ethel	Whitakers, N. C.
Howington, Hollis	Enfield, N. C.
Pittman, Annette	Bricks, N. C.
Pittman, Lula	Bricks, N. C.
Pittman, Walter	Bricks, N. C.

Third Grade

Austin, Maude	Enfield, N. C.
Battle, Helena	Bricks, N. C.
Burnette, Lonnie	Bricks, N. C.
Cotton, Leslie	Bricks, N.C.
Croom, Dorcas	Salisbury, N. C.
Cutchin, Georgia	Whitakers, N. C.
Daughtery, Janie	Bricks, N. C.
Daughtery, Pennie	Bricks, N. C.
Davis, George	Wilmington, N. C.
Davis, Marion (b)	Portsmouth, Va.
Dickens, Joseph	Whitakers, N. C.
Harvey, Branch (b)	Wilson, N. C.
Hill, Edward	Whitakers, N. C.

Hill, Irene	Whitakers, N. C.
Ivery, Christine (b)	Weldon, N. C.
Johnson, Lucy	Whitakers, N. C.
Lyons, Eugene	Bricks, N. C.
Lyons, Cornellum	Bricks, N. C.
Martin, Nathan (b)	Thelma, N. C.
Martin, Leola (b)	Rosemary, N. C.
Nixon, Inez	Greensboro, N. C.
Nixon, Rosella	Greensboro, N. C.
Phillips, Evelyn	Bricks, N. C.
Phillips, Lossie (b)	Whitakers, N. C.
Pittman, Frederick	Bricks, N. C.
Pittman, Lucian	Bricks, N. C.
Roberts, Cora (b)	Enfield, N. C.
Speight, Selma (b)	Battleboro, N. C.
Whitfield, Florence (b)	Greensboro, N. C.
Williams, William Henry	Whitakers, N. C.
Whitehead, Ora	Bricks, N. C.

Fourth Grade

Battle, Jessie	Bricks, N. C.
Bryant, Martha	Bricks, N. C.
Burnette, Mary	Bricks, N. C.
Clark, Rosetta (b)	Rosemary, N. C.
Ford, Laura	Whitakers, N. C.
Ford, Henry (b)	Ringwood, N. C.
Garett, Richard	Bricks, N. C.
Graves, Cleora (b)	Durham, N. C.
Gunter, Roland	Enfield, N. C.
Knight, Walter	Tillery, N. C.
Kornegay, Frank (b)	Kinston, N. C.
Kornegay, Mecea (b)	Rocky Mount, N. C.
Landis, Beatrice (b)	Brooklyn, N. Y.
Martin, Mary (b)	Rosemary, N. C.
Myrick, George (b)	Ringwood, N. C.
Pearsall, Henrietta (b)	Farmville, N. C.
Pittman, Callie	Bricks, N. C.
Powell, Robert	Bricks, N. C.
Reid, George	Bricks, N. C.
Sessoms, David (b)	Nashville, N. C.
Taylor, Rosa Lee	Whitakers, N. C.
Thorne, Katie	Whitakers, N. C.
Whitakers, Nettie	Enfield, N. C.

Grammar Department

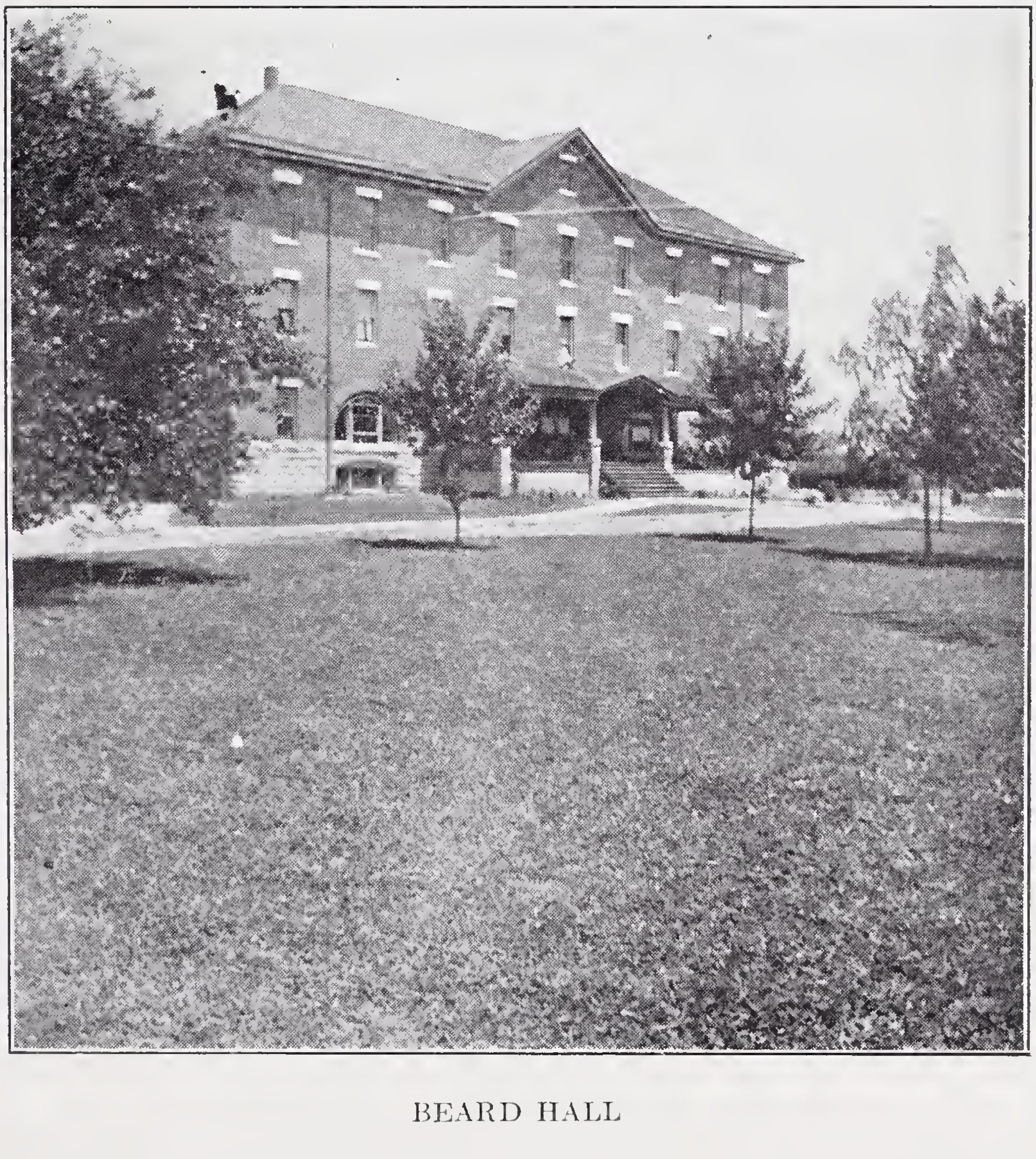
Fifth Grade

Arrington, Luther	Bricks, N. C.
Bellamy, Callie (b)	Speeds, N. C.
Bellamy, Rena (b)	Sharpsburg, N. C.
Bennett, Cleopatra (b)	Farmville, N. C.
Carlisle, Vera	Whitakers, N. C.
Carter, Ruth	Enfield, N. C.
Carr, Mamie	Enfield, N. C.
Chandler, Raymond (b)	Baltimore, Md.
Davis, Montera (b)	Enfield, N. C.
Dickens, Blanche	Whitakers, N. C.
Draughan, Edward	Whitakers, N. C.
Exum, Medessa (b)	Farmville, N. C.
Hilliard, George	Bricks, N. C.
Jenkins, Bessie (b)	Halifax, N. C.
Johnson, Stephen (b)	Norfolk, Va.
Love, Idalia	Enfield, N. C.
Mayo, John (b)	Brooklyn, N. Y.
Powers, Malinda (b)	Rosemary, N. C.
Plummer, Thelma (b)	Littleton, N. C.
Pittman, Viola (b)	Halifax, N. C.
Smith, Charlotte (b)	Tillery, N. C.
Stephens, Ralph (b)	Hampton, Va.
Suggs, Mattie (b)	Snow Hill, N. C.
Thompson, Mattie (b)	Snow Hill, N. C.
Whitehead, Roosevelt	Bricks, N. C.
Williams, Ophelia (b)	Charlotte, N. C.

Sixth Grade

Arrington, Hosea	Bricks, N. C.
Blount, Roscoe (b)	Berkley, Va.
Brown, Charles (b)	Caperton, W. Va.
Brown, Benjamin (b)	East Orange, N. J.
Bowen, William (b)	Williamston, N. C.
Burnell, Harry (b)	Norfolk, Va.
Byers, Vicenna (b)	Charlotte, N. C.
Byrd, Gertrude (b)	Whitakers, N. C.
Bullock, Gertrude	Enfield, N. C.
Burnette, James	Bricks, N. C.
Cofield, Curtis	Enfield, N. C.
Davis, Lloyd (b)	East Orange, N. J.
Davis, Moncy (b)	Halifax, N. C.
Dempsey, Lillian (b)	Whitakers, N. C.
Alexander, William (b)	Berkley, Va.
Edwards, Jolly (b)	Rocky Mount, N. C.

A GAME ON THE GIRLS' CAMPUS



BEARD HALL

Fletcher, Elizabeth	Bricks, N. C.
Hicks, Milo (b)	Detroit, Mich.
Howington, Willie (b)	Enfield, N. C.
Johnson, Lizzie (b)	Durham, N. C.
Johnson, Sandy (b)	Airlie, N. C.
Jones, William (b)	Durham, N. C.
Jones, Cleopatra (b)	Raleigh, N. C.
King, Dempsey (b)	Tarboro, N. C.
Lyons, McKinley	Bricks, N. C.
Martin, Lee Ethel (b)	Rocky Mount, N. C.
Martin, Ever Beulah (b)	Thelma, N. C.
Mayo, Richards (b)	Brooklyn, N. Y.
Miles, George (b)	Garysburg, N. C.
Moye, Mattie Lee (b)	Greenville, N. C.
Myers, Ethel (b)	Berkley, Va.
Powell, Maggie (b)	Talladega, Ala.
Redrick, James (b)	St. Albans, Vt.
Slade, Arthur (b)	Williamston, N. C.
Sloan, John (b)	Enfield, N. C.
Thomas, Harry (b)	East Erange, N. J.
Smith, Jennie (b)	Raleigh, N. C.
Williams, Oddie (b)	Kenansville, N. C.
Young, Molly (b)	Seaboard, N. C.

High School Department

Seventh Grade

Arrington, Estelle	Bricks, N. C.
Ashford, Sallie Lee (b)	Clinton, N. C.
Battle, Mary	Bricks, N. C.
Battle, Eva (b)	Rocky Mount, N. C.
Blount, Joseph (b)	Portsmouth, Va.
Blow, William (b)	Wilson, N. C.
Bond, Matthew	Enfield, N. C.
Clapp, Mary (b)	Scotland Neck, N. C.
Cofield, Bennie	Enfield, N. C.
Daniels, Lona	Enfield, N. C.
Devereaux, Marion	Whitakers, N. C.
Exum, Lugenia (b)	Whitakers, N. C.
Ford, Raymond	Enfield, N. C.
Ford, Alla	Whitakers, N. C.
Ford, Hattie	Whitakers, N. C.
Hart, Maggie	Whitakers, N. C.
Hicks, Harold (b)	Detroit, Mich.
Howington, Geneva (b)	Enfield, N. C.
Holman, Clarissa (b)	Raleigh, N. C.
Johnson, Ida Belle (b)	Weldon, N. C.
Jordan, Culear (b)	Seaboard, N. C.

McKinney, Patience (b)	Charlotte, N. C.
Mitchell, Florence (b)	Weldon, N. C.
Phillips, Flora	Bricks, N. C.
Phillips, Thaddeus	Bricks, N. C.
Sapp, Isaac (b)	Dunbar, S. C.
Sledge, Madie (b)	Raleigh, N. C.
Smith, Ida Bell (b)	Jacksonville, N. C.
Taylor, Otis	Whitakers, N. C.
Taylor, Lossie	Whitakers, N. C.
Vincent, Annie	Henrico, N. C.
Whitaker, Arlee (b)	Enfield, N. C.

Eighth Grade

Austin, Louis	Enfield, N. C.
Boykins, Edward (b)	Sanford, N. C.
Council, Hattie (b)	Tarboro, N. C.
Davis, Charles (b)	Philadelphia, Pa.
Dixon, William (b)	Madison, N. J.
Greene, Melvin (b)	Hampton, Va.
Harris, Clinton (b)	Moncure, N. C.
Huffman, Jerry (b)	Salisbury, N. C.
Nesbitt, Hortense (b)	Charlotte, N. C.
Phillips, Peter	Bricks, N. C.
Phillips, Pearl	Bricks, N. C.
Proctor, Harridelle (b)	Richmond, Va.
Simmons, Marion (b)	High Point, N. C.
Smith, Lewis (b)	Autryville, N. C.
Stanton, Beatrice (b)	Charlotte, N. C.
Watson, Madge	Enfield, N. C.
Wicker, Bartel (b)	Sanford, N. C.
Woodard, Queen Esther	Whitakers, N. C.

Ninth Grade

Anthony, Naomi (b)	Weldon, N. C.
Bumpass, George (b)	Durham, N. C.
Chesson, Purvis (b)	Norfolk, Va.
Davis, Matthew (b)	Nashville, N. C.
Davis, Otis (b)	East Orange, N. J.
Dutrieville, William (b)	New Haven, Conn.
Exum, Molester	Whitakers, N. C.
Exum, Rolister	Whitakers, N. C.
Martin, Lillian (b)	Thelma, N. C.
McLean, George (b)	Greensboro, N. C.
Peyton, Roberta (b)	Washington, N. C.
Saunders, Norman (b)	Selma, N. C.
Spencer, Anna (b)	Atlantic City, N. J.
Reid, Clarissa	Bricks, N. C.
Whitfield, Henry (b)	Goldsboro, N. C.

Tenth Grade

Baldwin, Nellie (b)	Dudley, N. C.
Broadnax, Bessie (b)	Seaboard, N. C.
Gibson, Sadie (b)	Charlotte, N. C.
Hargrave, Eula (b)	Goldsboro, N. C.
Inborden, Wilson	Bricks, N. C.
Leach, Alfred (b)	Moncure, N. C.
LeGrand, Colston (b)	Portsmouth, Va.
Martin, Rosa Belle (b)	Warsaw, N. C.
Nixon, Theodore (b)	Vaughan, N. C.
Putney, Mary (b)	Weldon, N. C.
Phillips, Chester	Bricks, N. C.
Sessoms, Alexander (b)	Nashville, N. C.
Smith, Richard (b)	Kenansville, N. C.

Eleventh Grade

Arrington, Mary (b)	Ringwood, N. C.
Ashe, Lula (b)	Raleigh, N. C.
Bullock, Jessie	Bricks, N. C.
Carlisle, Irene	Whitakers, N. C.
Frazier, Carolyn	Charlotte, N. C.
Harrison, Martha (b)	Whitakers, N. C.
LaCour, Gretchen (b)	Talladega, Ala.
Martin, Madge (b)	Thelma, N. C.
Parrish, Nora (b)	Rougemont, N. C.
Pittman, Sarah	Rocky Mount, N. C.
Smith, Lucy (b)	Raleigh, N. C.
Walters, Ella (b)	Rocky Mount, N. C.
Whitaker, Janet (b)	Glen Cove, L. I.

Twelfth Grade

Arrington, Cora	Bricks, N. C.
Bond, Olive	Enfield, N. C.
Booker, Mattie (b)	Greensboro, N. C.
Dobbin, Christopher (b)	Troy, N. C.
Hargrave, Harold (b)	Salisbury, N. C.
McLeod, Jeremiah (b)	Strieby, N. C.
Miller, Grace (b)	Charlotte, N. C.
Porter, Jacob (b)	Boston, Mass.
Sessoms, William (b)	Nashville, N. C.
Sumner, Murvin (b)	Salisbury, N. C.
Valentine, Charles (b)	Roanoke, Va.

Teacher Training Department

Arrington, Eula	Bricks, N. C.
Arrington, Louise	Bricks, N. C.
Lynch, Lillie, Mrs. (b)	Essex, N. C.
Peyton, Maude (b)	Washington, N. C.
Powers, Laura (b)	Rosemary, N. C.
Williams, John (b)	Jersey City, N. J.

Night School

Arrington, Thomas	Bricks, N. C.
Alexander, Cornelia (b)	Berkley, Va.
Barber, Bernice (b)	Raleigh, N. C.
Braxton, Silas (b)	New York City.
Bumpass, Charles (b)	Durham, N. C.
Bumpass, Moses (b)	Durham, N. C.
Campbell, Estella (b)	Fayetteville, N. C.
Chavis, Leola (b)	Hillsboro, N. C.
Cooper, Alice (b)	Hillsboro, N. C.
Devereaux, Pauline (b)	Enfield, N. C.
Daughtery, Samuel	Bricks, N. C.
Dickens, George (b)	Tarboro, N. C.
Hardy, Lucile (b)	Charlotte, N. C.
Hunter, Jehu (b)	Graham, N. C.
Ham, Arthur (b)	Wilson, N. C.
Jenkins, Josephine (b)	Weldon, N. C.
Jenkins, Leah (b)	Weldon, N. C.
Lawrence, Moses (b)	Ringwood, N. C.
Lawrence, George (b)	Scotland Neck, N. C.
Lawrence, Maude (b)	Scotland Neck, N. C.
Long, Hampton (b)	Hillsboro, N. C.
Lyons, Dred	Bricks, N. C.
Martin, Viola (b)	Rosemary, N. C.
Matthewson, McDonald (b)	Tarboro, N. C.
McDonald, Lillian (b)	Raleigh, N. C.
McLeod, Theodore (b)	Strieby, N. C.
Myers, Henry (b)	Berkley, Va.
Pittman, Daniel (b)	Tarboro, N. C.
Price, Marie (b)	Portsmouth, Va.
Scott, Hattie (b)	Enfield, N. C.
Stephens, Rhoda (b)	Charlotte, N. C.
Spencer, Minnie L. (b)	Charlotte, N. C.
Smith, Irene (b)	Scotland Neck, N. C.
Smith, Bennie (b)	Scotland Neck, N. C.
Shaw, Carrie (b)	Thelma, N. C.
Taylor, Vernon (b)	Salisbury, N. C.
Taylor, Charlotte (b)	Enfield, N. C.
Thigpen, Ellis (b)	Tarboro, N. C.
Thigpen, Nathan (b)	Tarboro, N. C.
Whitaker, Willie (b)	Whitakers, N. C.
White, Belinda (b)	Jacksonville, N. C.
Wortham, Jonas (b)	Warrenton, N. C.
Wyche, Dazell (b)	Raleigh, N. C.
Rivers, Pearl (b)	New Bern, N. C.
Reid, Divan	Bricks, N. C.

Music Department

Arrington, Louise
Anthony, Naomi
Ashford, Sallie Lee
Baldwin, Nellie
Battle, Mary
Battle, Eva
Bennett, Cleopatra
Bullock, Jessie
Byers, Vicena
Broadnax, Bessie
Cobbs, L. E.
Davis, Charles
Exum, Lugenia
Jones, G. W.
LaCour, Gretchen
Landis, Beatrice
Kornegay, Mecea
Martin, Lillian
Nixon, Theodore
Pittman, Viola
Plummer, Thelma
Porter, Jacob
Powell, Maggie
Powers, Malinda
Powers, Laura
Redrick, James
Suggs, Mattie
Thompson, Nettie
Walters, Ella
Young, Mollie

Summary

	Males.	*Females.*	*Totals.*	
TEACHER TRAINING DEPARTMENT	1	5	6—	6
HIGH SCHOOL—				
Twelfth Grade	7	4	11	
Eleventh Grade	..	13	13	
Tenth Grade	7	6	13	
Ninth Grade	8	7	15	
Eighth Grade	12	6	18	
Seventh Grade	10	22	32—	102
GRAMMAR DEPARTMENT—				
Sixth Grade	24	15	39	
Fifth Grade	9	17	26—	65
ELEMENTARY SCHOOL—				
Fourth Grade	9	14	23	
Third Grade	13	17	30	
Second Grade	5	10	15	
First Grade	3	6	9—	77
NIGHT SCHOOL	22	23	45—	45
MUSIC DEPARTMENT	4	26	30—	30
Total	134	191	325	
Counted twice	4	26	30	
Total attendance	130	165	295	
Boarders	87	99	186	

Classification

Grade or Department	Males	Females	Boarders	Music	Domestic Art	Domestic Science	Agriculture	Woodwork	Iron-work	Mechanical Drawing
Teacher Training	1	5	4	2	5	4				
Grade Twelve	7	4	9	1	4	4			7	2
Grade Eleven	0	13	9	3	13	13				
Grade Ten	7	6	11	3	5	5			7	
Grade Nine	8	7	12	2	5	5	13	8		
Grade Eight	12	6	13	1	8	8	10	11		1
Grade Seven	10	22	17	4	19	19	12	11		
Grade Six	24	15	33	4	22	22		12		
Grade Five	9	17	17	6	14	14				
Grade Four	9	14	10	2	14	14				
Grade Three	13	17	9							
Grade Two	5	10								
Grade One	3	6	1							
Night School	22	23	41		1	25	14			
Specials				2						
Totals	130	165	186	30	110	133	49	42	14	3

States Represented: Alabama, Connecticut, Maryland, Massachusetts, Michigan, New Jersey, New York, North Carolina, Pennsylvania, South Carolina, Vermont, Virginia, West Virginia.

Counties Represented: Alamance, Beaufort, Chatham, Craven, Cumberland, Duplin, Durham, Edgecombe, Franklin, Guilford, Halifax, Johnston, Lee, Lenoir, Mecklenburg, Montgomery, Nash, New Hanover, Northampton, Onslow, Orange, Pitt, Sampson, Randolph, Rowan.

Alumni

CLASS 1902.

Cora Lizzie Black (Grant)	Rocky Mount, N. C.
Olivia Johns (Rice)	Jamestown, R. I.
John Robinson Stitt, teacher	Whitakers, N. C.

CLASS 1904.

James C. Ausby, deceased.	
Hattie L. Green, teacher, Avery Institute	Charleston, S. C.
Joseph J. Hill, deceased.	

CLASS 1905.

Annias S. Croom, pastor Baptist church	Salisbury, N. C.

Class 1907.

George Bullock, Manual Training teacher	Durham, N. C.
Mattie Hilliard, teacher	Whitakers, N. C.
Paul Johns, student Yale University	New Haven, Conn.
James S. Jones, business	Sparrow's Point, Md.

Class 1908.

Isaac Bunn, farmer	Enfield, N. C.
Anna Rhodes (Sublette)	Chicago, Ill.

Class 1909.

Benjamin F. Bullock, Agriculture Teacher, Moorehouse College,	Atlanta, Ga.
Samanna J. Cooke	New Bern, N. C.
Elisha Green, deceased.	
Jennie C. Hopkins, trained nurse	Norfolk, Va.
Nathaniel H. Lee.	

Class 1910.

Ida B. Arrington, teacher	Battleboro, N. C.
Charles Battle, Manual Training Teacher	Tougaloo, Miss.
James W. Croom, minister	Reidsville, N. C.
John D. Fields	Dayton, Ohio.
Mary E. Dunston (Cooke)	New Bern, N. C.
Joseph P. Harrison, student Howard University	Washington, D. C.
Frederick Phillips, farmer	Whitakers, N. C.
Joseph Saunders, teacher of Manual Training, Tillotson College,	Austin, Tex.

Class 1911.

Susan Adams, Demonstrator	Rock Hill, S. C.
Eulah Dunston (Fields)	Dayton, Ohio.
Caleb Richmond.	
Lucy Richmond, Supervisor of Negro Schools, Pitt County,	Greenville, N. C.

Class 1912.

Lillian Hall, Assistant Postmistress and Clerk, Jos. K. Brick School,	Bricks, N. C.
Gertrude Leipsie (Colden)	Suffolk, Va.
Pearl Johnson, teacher	Farmville, N. C.
Dunie Wiggins (Lewis)	Durham, N. C.

CLASS 1913.

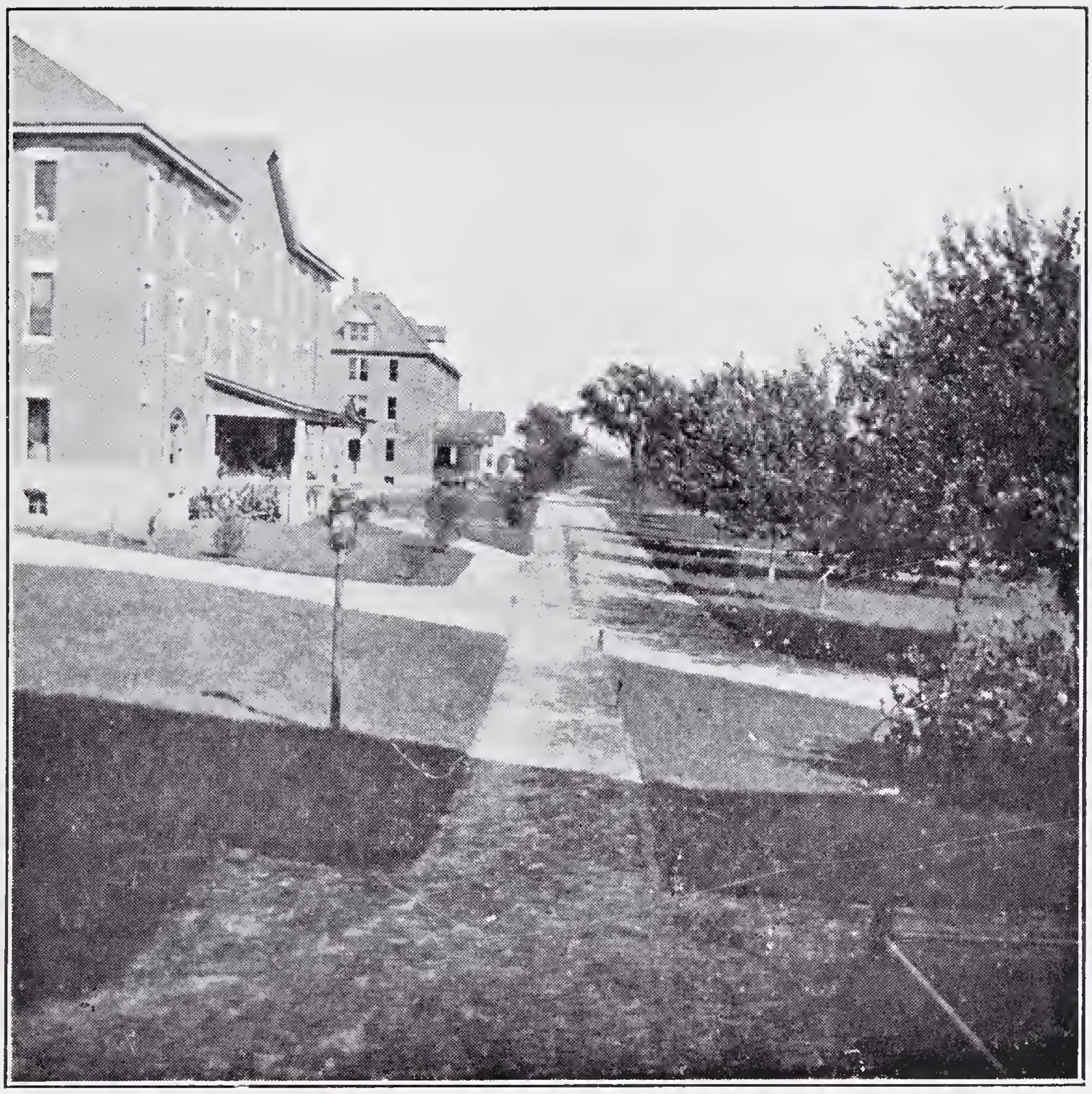
Lula R. Bullock, student Fisk University...........Nashville, Tenn.
Joseph M. Bullock, Manual Training Teacher, Chandler Normal School, Lexington, Ky.
Etta Cofield, teacher ....Enfield, N. C.
Maude Chishom (Kelly) ....Columbia, Tenn.
Tazzie G. Dodson, teacher ....Greenville, N. C.
John R. Murrain, student Talladega College..........Talladega, Ala.

CLASS 1914.

Victoria Pegram, student Howard University......Washington, D. C.
Minna Reid, teacher ....Matthews, N. C.
Zenobia E. Ross, teacher ....Norfolk, Va.
Richard Wimberley, student Shaw University........Raleigh, N. C.

CLASS 1915.

Eula Arrington, student Teacher Training Course, Jos. K. Brick School, Bricks, N. C.
Dorothy Inborden, student Fisk University.........Nashville, Tenn.
Hattie Little, teacher.............................Wilmington, N. C.
Olivia Payton, student Atlanta University...............Atlanta, Ga.
Maude Peyton, student Teacher Training Course, Jos. K. Brick School, Bricks, N. C.
Laura Powers, student Teacher Training Course, Jos. K. Brick School, Bricks, N. C.
Lucinda Pitts ....Stamford, Conn.
Harmon Taylor, student Fisk University............Nashville, Tenn.
John B. Williams, teacher...........................Pactolus, N. C.



LOOKING EAST FROM INGRAHAM CHAPEL

BENEDICT HALL

Courses of Study

(For details consult the Manual of Study prepared by the American Missionary Association.)

Elementary School

FIRST YEAR.

Reading—Riverside Primer and First Reader; supplementary readers.

Number Work.

Language—Reproduction of stories; picture study; nature study; correcting common mistakes.

Spelling—Oral and written; spelling of words of the reading lesson.

Hygiene—Speyer School Curriculum, p. 31.

Music, Bible, Writing, Drawing.

SECOND YEAR.

Reading—Riverside Reader, Book II; stories from Grimm (5c.); Jack and the Beanstalk (5c.).

Number Work—First Journeys in Numberland (Scott, Foreman & Co.).

Language—Short sentences copied and written from dictation; reproduction of stories.

Spelling—Oral and written spelling of words of the reading lesson.

Hygiene—Speyer Curriculum, p. 36.

Music, Bible, Picture Study, Nature Study

Writing—Palmer System.

Drawing, History.

Sewing—Cord and raffia work; sewing canvas with worsted.

THIRD YEAR.

Reading—Riverside Reader, Book III; supplementary work.

Arithmetic—Wentworth-Smith, Book I, pp. 1-172.

Language—Reproduction of stories; correcting common mistakes; picture study; nature study.

Spelling—Oral and written; spelling of words of the reading lessons.

Geography—Tarr and McMurry, First Book.

Hygiene—Speyer Curriculum, p. 26.

History—Baldwin, Old Stories of the East; Shelton, Old Testament Bible Stories; Old Greek Stories.

Music, Bible, Drawing.

Writing—Palmer System.

Sewing—Canvas with worsted; reed and raffia work; elementary stitches.

FOURTH YEAR.

First Semester.

Reading—Riverside Reader, Book IV; supplementary work.
Spelling—Graded Spelling Book for City Schools, Book IV.
Arithmetic—Milne's Progressive, Book I.
Geography—Tarr and McMurry, First Book.
Grammar—Guide Book to English, Book I (Gilbert and Harris).
History, Hygiene, Picture Study, Bible, Drawing, Sewing, Music.
Writing—Palmer System.

Second Semester.

Reading—Riverside Reader, Book IV; supplementary work.
Spelling—Graded Spelling Book for City Schools, Book IV.
Arithmetic—Milne's Progressive, Book I.
Geography—Tarr and McMurry, First Book.
Grammar—Guide Book to English, Book 1 (Gilbert and Harris).
History, Music, Nature Study, Picture Study, Hygiene, Bible, Drawing, and Sewing.
Writing—Palmer System.

Grammar Department

FIFTH YEAR.

First Semester.

Reading—Riverside Reader, Book V.
Spelling—Graded Spelling Book for City Schools, No. V.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, First Book.
Grammar—Guide Book to English, Book I (Gilbert and Harris).
History, Music, Picture Study, Nature Study, Bible, Drawing, Hygiene.
Cooking and Sewing for girls.
Woodworking for boys.
Writing—Palmer System.

Second Semester.

Reading—Riverside Reader, Book V; supplementary work.
Spelling—Graded Spelling Book for City Schools, No. 5.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, First Book.
Grammar—Guide Book to English, Book I (Gilbert and Harris).
History, Hygiene, Music, Picture Study, Bible, Nature Study.
Cooking and Sewing for girls.
Woodworking for boys.
Writing—Palmer System.

SIXTH YEAR.

First Semester.

Reading—Riverside Reader, Book VI; supplementary work.

Spelling—Graded Spelling Book for City Schools, No. 6.

Arithmetic—Milne's Progressive, Book II.

Geography—Tarr and McMurry, Second Book.

Grammar—Guide Book to English, Book I (Gilbert and Harris).

History, Hygiene, Picture Study, Bible, Drawing, and Nature Study.

Writing—Palmer System.

Cooking and Sewing.

Woodworking.

Second Semester.

Reading—Riverside Reader, Book VI; supplementary work.

Spelling—Graded Spelling Book for City Schools, No. 6.

Arithmetic—Milne's Progressive, Book II.

Geography—Tarr and McMurry, Second Book.

Grammar—Guide Book to English, Book I (Gilbert and Harris).

History, Hygiene, Picture Study, Bible, Drawing, and Nature Study.

Writing—Palmer System.

Cooking and Sewing.

Woodworking.

High School Course

SEVENTH YEAR.

English—Reading and Literature (3); Grammar and Composition (2); Spelling (1); Writing (1).

Arithmetic (5).

United States History (3).

Commercial Geography (3).

Agriculture (2).

Physiology (2).

One of the following elective groups:

For Boys—(a) Agricultural—Field (4), and Labaratory Practice (1); Farm Mechanics (4); Mechanical Drawing (1).

For Girls—(b) Home Economics—Sewing (4); Cooking and Household Practice (3); Drawing and Design (1).

Agricultural—Field and Laboratory Practice (2).

EIGHTH YEAR.

English—Reading and Literature (3); Composition and Grammar (2); Spelling (1); Writing (1).

Arithmetic (5).

United States History and Civics (5)—½ year.
Biblical History (5)—½ year.
Physical Science (3).
Agriculture (2), and one of the following elective groups:

For Boys—(a) Agricultural—Field and Laboratory Practice (5); Farm Mechanics (4); Mechanical Drawing (1).

For Girls—(b) Home Economics—Sewing (4); Cooking and Household Practice (3); Drawing and Design and Home Mechanics (1).

Agriculture—Field and Laboratory Practice (2).

NINTH YEAR.

English—Literature, Grammar and Composition (5).
Algebra (5).
Agricultural Botany (3).
Elementary Chemistry (2).

One of the following elective groups:

For Boys—(a) Agricultural—Agriculture (2); Field (6), and Laboratory (2); Exercises and Practice; Mechanics (2). (b) Mechanical—Shop Work (9); Mechanical Drawing (1); Agriculture (2).

For Girls—(c) Home Economics—Dressmaking (4); Cooking and Food Study (4); Housekeeping; Sanitation; Laundry Work (1); Drawing and Design (1); and Agricultural—Field and Laboratory Exercises and Practice (2).

NOTE—Pupils who are preparing for college may elect Latin in Grades 9 to 12 inclusive.

TENTH YEAR.

English (4).
Algebra—½ year.
Secondary Arithmetic (5)—½ year.
Ancient History—½ year.
Biblical History (5)—½ year.

One of the following elective groups:

For Boys—(a) Agricultural—Agriculture (2); Chemistry (2); Field (4); Laboratory Exercises and Practice (2); Mechanics (2). (b) Mechanical—Specialized Shop Practice (9), and Mechanical Drawing (1). Agricultural—Field and Laboratory Practice (2).

For Girls—(c) Home Economics—Household Art and Millinery (4); Hygiene (2); Cooking and Dietetics (3); Home Management: Plans, Marketing and Accounting (1); Drawing and Design (1), and Agricultural: Field and Laboratory Practice; Horticulture and Poultry Raising (1).

ELEVENTH YEAR.

Geometry (5).
Mediaeval and Modern History (5).

One of the following elective groups:

For Boys—(a) Agricultural—Farm Management (5); Remunerated Supervision or Specialized Practice in Agriculture (15). (b) Mechanical—Physics (4); Remunerated Supervision or Specialized Practice in Mechanics (15).

For Girls—(c) Home Economics—Child Study (4); Home Nursing (1); Remunerated Supervision or Specialized Practice in Home Economics (15).

TWELFTH YEAR.

English (5).
Economics (5).
United States History and Civics (5).

One of the following elective groups:

For Boys—(a) Agricultural—Remunerated Supervision or Specialized Practice in Agriculture (15); or (b) Mechanical—Remunerated Supervision or Specialized Shop Practice in Mechanics (15).

For Girls—(c) Home Economics—Remunerated Supervision or Specialized Practice in Household Economics (15).

Rhetorical Work

Original compositions, declamations, recitations and papers on current events are required Friday as class rhetoricals. Every student above the sixth grade is required to appear once during the year in public rhetoricals. Composition work in connection with the grammar is also taught in the various grades.

Vocal Music

The text-book used in music is the National Course, by Mason. We begin with the melody songs by note, draw the staff, learn the names of the lines and spaces by number, and sing by number easy intervals. This is continued in the third grade, where the names of lines and spaces by the letter and eye are learned. Singing by syllables easy intervals in key of "C." Also melodies in the key of "C." Learning names of common technical syllables. Different note values and time values. Beating 4-4, 3-4, and 2-4 time. This work is reviewed briefly in the fourth grade and fifth grade. Singing one-part melodies in the keys of "C," "F," and "G." (Second reader to page 50.) The work thus far is reviewed in the sixth and seventh grades, and more advanced work is taken up. The chromatic scales are learned, and melodies in the three keys are taken up.

Beyond the seventh grade the third book is taken up and more difficult music learned.

Our idea is to give students a rudimentary knowledge of music, so that they may be helpful and useful in the communities where they may live.

Great emphasis is placed on thoroughness of all subjects taught in these grades. We aim at Quality, rather than Quantity. Those who complete the course in a satisfactory manner will be admitted to the High School Department. Students who have completed in other schools a course of study equivalent to the above, and who bring letters of satisfactory recommendation, will also be admitted to the High School Department.

JUBILEE CLUB

STOREHOUSE

Teacher Training Course

This is a two-year Course for graduates of high schools who are looking forward to technical teacher training.

Imparting information of intellectual, moral and physical phenomena to others effectively is an art. The object of this course is to perfect this art. Children are the exponents of their teachers, and it is important that teachers not only get the knowledge themselves, but they must learn the art of imparting this knowledge to others so that it dominates their life, thoughts and character for the highest good of the community. There is no higher calling than the profession of teaching.

If you are thinking of entering this profession the Brick School can help you.

Courses marked I, to be elected by prospective elementary grade teachers.

Courses marked II, to be elected by prospective teachers of household arts or supervisors of same.

Courses marked III, to be elected by prospective teachers of industrial art or supervisors of same.

Unmarked course prescribed for all students.

FIRST YEAR.

English	(3)	English	(3)
(Narration and description.)		(Narration and description.)	
Biology	(3)	Biology	(3)
(General Biology, especially in its physiological aspects.)			
Principles of Teaching	(3)	Principles of Teaching	(3)
(Thorndike.)		(Thorndike.)	
I Elementary School Subjects	(3)	Elementary School Subjects	(3)

(Reviews, or, if necessary, new methods of attack upon certain subjects of the curriculum; notably, arithmetic, geography, and an initial attempt to sense necessary material and treatment of teaching English literature and language; the use of phonetics in the elementary school; nature study and school games, the latter presumably new subjects; observation of the teaching of all subjects.)

NOTE.—Number of units credit; also number of hours per week in all cases except subdivisions of Household and Industrial Arts, which should have the number of hours stated in connection with each.

OR

II. Household Arts	(3)	Household Arts	(3)
Tecnology of cooking	1	Technology of cooking	1
Elementary food preparation	2	Elementary food preparation	2
Nutrition	1	Nutrition	1
Elementary dressmaking	2	Elementary dressmaking	2

OR

III. Industrial Arts	(3)	Industrial Arts	(3)
Technology of woodwork	1	Technology of woodwork	1
Elementary shop work	2	Elementary shop work	2

(Designed to give such training in the technical processes of elementary woodworking as is necessary for those preparing to become teachers of woodworking in elementary schools or to enter the woodworking trades.)

Soils and tillage	1	Soils and tillage	2
Field crops	2	Field crops	2
Hygiene	(1)	Hygiene	(1)
(Personal and public, with especial reference to urban and rural conditions.)		(With especial reference to schools.)	
Music	(1)	Music	(1)

(Teaching of rote songs, singing games, motion songs, development of rhythm, training of voices, eye and ear training, methods to use in teaching music reading; part singing; written dictation; securing proper material; planning work; illustrations and observations.)

Vegetable and Home Gardening	(1)	Vegetable and Home Gardening	(1)

(Planning, planting, cultivating, controlling of insect enemies and plant diseases; methods of propagation; best varieties for certain seasons; fall and winter gardens; cold frames and hot beds; floral planting around school and home; the window box; plants suited to indoors; bulb culture; varieties suited to seasons; alternation necessary to secure constant bloom.)

SECOND YEAR.

English	(3)	English	(3)

(History of English literature, taught by reading of illustrative material—from Beowulf onward.)

History	(3)	History	(3)
(History of Western Europe.)		(History of Western Europe.)	
I. Child Study	(3)	Child Study	(3)
(Kirkpatrick.)		(Kirkpatrick.)	

OR

II and III. Chemistry.		Chemistry	(3)

(Organic and household chemistry and chemistry with reference to agriculture and the industries.)

I. Methods of Teaching in the Elementary School	(3)	Methods of Teaching in the Elementary School	(3)

(The teaching of arithmetic, English literature and language, history, cooking and sewing, handiwork for primary grades, picture study, geography, spelling, nature study.)

OR

II. Household Arts	(3)	Household Arts	(3)
Experimental cookery	2	Experimental cookery	2
Home and table service	1	Home and table service	1
Millinery and dressmaking	2	Millinery and dressmaking	2
House structure and furnishing	1	House structure and furnishing	1

OR

III. Industrial Arts	(3)	Industrial Arts	(3)
Practical gardening	2	Practical gardening	2
Trees and shrubs	½	Bird and insect life, with reference to economic relations	½
Domestic animals	1	Domestic animals	1
Advanced shop work	2	Advanced shop work	2
Elementary Education	(2)	Elementary Education	(2)

(During such portion of the first half year as is advisable, students in all courses will meet together to discuss the general principles of teaching in the elementary school; such as the responsibility of the teacher outside of instruction; teaching children to study; lesson plans; class and individual instruction; economy of time; quantity and quality of work to be accomplished; place of the teacher in the rural schools; and possible community activity.

It will then be divided into three sections. Section I for those who are to teach elementary grades; Section II for those who are to teach the household arts, and Section III for those who are to teach the industrial arts.

SECTION I: Method of treating a country schoolhouse, its grounds, and its interior; program making; story telling in the primary grades, with adaptations and material suitable for older children; development of rural school library; grading and classification; overcoming special difficulties in attendance; differentiation of courses and methods for upper elementary grades; making and utilization of material for devices, illustration, and similar problems.

SECTION II: Necessary steps in introducing cooking and sewing in elementary grades; study of the environment; selection and following out of a course of study, adapting it to the agricultural interests and financial status of the community; correlation with other subjects; need of acquaintance with homes, necessary equipment; selection of text-books; familiarity with reference books and with such sources of free material as State and Government publications, etc., possibilities of inspiration, relations with teachers of the elementary grades; possibilities with limited equipment in school rooms or nearby kitchen; utilization of lunch period for lessons; possibilities of cooking one or two dishes for the school lunch; work with mothers or young women's classes, involving fundamental principles of human nutrition and their application; the energy value of food; the chemistry and physiology of digestion; the nutritive properties of food; the making of dietaries; adapting diet to disorders of nutrition; legislation designed to regulate food values. Sewing possible in rural schools; necessary equipment; hand sewing; the making of such garments as circumstances permit; individual needs, especially mending, patching, and emphasizing proper standards of clothing; supervision of girls' industries, and similar problems.

SECTION III: The initial steps in the way of studying the community, selecting and carrying out a course of study, etc., are rather similar to those fundamentally involved in Section II. After that, the place of the industrial arts in elementary schools; the extent to which development of skill should be expected; relation to other elementary school subjects; methods of study and presentation; use of the environment, of pictures, and of books in the study; amount, kind and cost of equipment needed; transition from industrial arts to vocational industrial studies in the upper grammar grades; the coöperation of the school and the farm; practical possibilities of influencing community by individual supervision of crop rotation and diversification; local contests and coöperation in farming; the social aspect and economics of agriculture.)

Practice Teaching	(3)	Practice Teaching	(3)

(One-half a school day for ten weeks, to be done at such time as can be arranged; work of the whole class to be spread as equally as possible over the school year.)

Music	(1)	Music	(1)

(One lesson weekly, continuing the technical work of the first year, and giving copious practice in the selection and use of material suited to elementary grade work; simple church music and chorus work for adult and young people, the latter with view to community needs.)

Buildings

Elma Hall. This will be known as our administration or class-room building. It has recently been reconstructed at a cost of $20,000. The building is one of the best in the State. It is three stories high and has nineteen rooms. In it will be located all the class rooms for Agriculture, Academic and Domestic Arts. The school library, postoffice, and executive offices of the school are also located in this building. This building and Ingraham Chapel are both heated by steam, with the steam plant located in the basement of Ingraham Chapel. The building is of solid brick construction with graystone trimmings and covered with asbestos shingles.

Brewster Hall. This hall is three stories high. It has thirty-six sleeping rooms, two bath rooms with three bath tubs and lavatories, a study room, and two linen rooms. The building is heated with hot air and furnished with hot and cold water. The rooms are large and airy; ventilation and drainage good. The hall is also provided against fire.

Beard Hall. This is a dormitory for boys. It is very similar to Brewster Hall, though larger. It is a three-story building, built of brick and stone, with granite trimmings. In the entire building there are fifty rooms—forty-one sleeping rooms, bath rooms and linen closets.

Manual Training Shop. This building stands near Elma Hall, just north of Ingraham Chapel. It has four large rooms, two on the first floor for forging and machinery work, two on the second floor for woodwork and mechanical drawing. It is our aim to have this department well furnished with tools and machinery for the work which has to be done in the shop. All this is in keeping with the high purpose of the school to make our young people more efficient in their work.

Domestic Science Hall. This hall is a two-story structure for the boarding and domestic science department of the school. On the first floor are the dining room, two kitchens and dish

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Note.—We wish to call your attention to the various cuts throughout this catalogue, illustrating the various buildings, Clubs, Classes and Farm Stock.

BREWSTER HALL

INGRAHAM CHAPEL

room. One of the kitchens is for general use and the other kitchen for class and demonstration work. The second floor is provided with rooms for several teachers and about sixteen girls. It is also provided with bath rooms and private dining room.

BENEDICT HALL. This hall stands across the campus, opposite Beard Hall, and is very similar to Beard Hall in construction. There are three entrances from the outside. It has two stairways extending from the first floor to the attic. It is the girls' dormitory and is provided with bath rooms, sitting rooms, linen rooms, and a number of the lady teachers live in this hall.

STEAM LAUNDRY. This building stands near the girls' dormitory and the Domestic Science Hall. Here all the washing of the school is done. It is provided with stationary tubs, a steam engine and boiler, two steam washers, an extractor, a mangle, and other necessities for an up-to-date laundry.

INGRAHAM CHAPEL. This hall is situated between Elma Hall and the Manual Training Shop. It is a beautiful building with a seating capacity of about a thousand people. It has a large auditorium, a balcony, and five rooms separated by rolling partitions. These rooms can be opened and thrown into the main auditorium. It is heated with steam.

TEACHERS' HOMES. Fronting the school chapel and in line with Beard Hall and Brewster Hall are located the homes of the teachers. These cottages, four in number and one in process of construction, are built at a cost of twelve or fifteen hundred dollars each. They all front the main street leading from the public road to the school campus. Each is provided with a large yard and a space of several hundred feet square for gardens. Trees and shrubbery have been planted and the yards properly graded and drained. We hope soon to have a cement walk leading from these cottages to the school buildings.

North of the campus are located the cottage of the Farm Manager, the School Dairy, the Store House for farm tools and machinery, the Corn Crib and School Barn. The school has eleven head of farm mules and six horses, thirty head of cattle and thirty head of hogs. These constitute a vital part of the farm equipment. The farm itself is composed of 1,129½ acres of land. There are eight tenant cottages on the farm, with a family in each one. There were grown on the entire farm last year one hundred bales of cotton, four thousand bushels of peanuts, corn and all sorts of vegetables. The farm and garden departments are not conducted as experiments, but as matters of school utility. They afford most pratical lessons in farm and garden management. At the same time they give poor students an opportunity to meet their board account.

Agriculture

SEVENTH YEAR.

The Affairs of Agriculture (Follow topics in Mann, Beginning in Agriculture, pr.).—Agronomy; study of the major field crops of the South; corn, the small grains, cotton (Duggar, Agriculture for Southern Schools, secs. 22-25). The plant and its growth (Duggar, secs. 1-8); the soil and its cultivation (Duggar, secs. 9-14); animal industry; study of horses and cattle (Duggar, secs. 51-54); fertilization and fertilizers (Duggar, secs. 15-20); review of major field crops, with reference to spring cultivation; laboratory and field exercises. Follow exercises in the text-book, supplemented from the following: Crosby, Plant Production; Davis, Rural School Agriculture; Jackson and Dougherty, Agriculture Through the Laboratory and School Garden, and Bulletins of the Experiment Stations of the respective States. Keep laboratory and field work in closest relation with the necessary work of the school farm.

Three 30-minute recitations per week; five 45-minute laboratory and field exercises per week throughout school year.

EIGHTH YEAR.

Agronomy.—Rotation of crops (Duggar, sec. 21). The minor field crops of the South, the legumes and forage crops (Duggar, secs. 26-30). Forestry (Duggar, secs. 35-36). Animal industry; sheep and swine (Duggar, secs. 55-56). Feeding and rations (Duggar, secs. 59-60). Dairying (Duggar, secs. 61-62). Poultry raising (Duggar, secs. 57-58). Horticulture; vegetables and fruit raising (Duggar, secs. 32 and 37). Review of field crops from standpoint of spring cultivation. Diseases of plants (Duggar, secs. 38-43). Insects (Duggar, secs. 44-50). The flower garden and home grounds (Duggar, secs. 32-34).

Laboratory and field exercises. (See directions under Seventh Year.)

Two 30-minute recitation periods per week; five 45-minute laboratory and field exercises per week throughout school year.

FARMS and GARDEN INDUSTRIES

NINTH YEAR.

General Agriculture as an art with an economic motive. The possible improvement of plants and animals with reference to the usefulness and value of their products.

Agronomy.—How the plant lives and propagates itself. Processes whereby materials are taken from the soil and air and transformed into food and other valuable products. Dependence of animal life on plants.

Methods of Propagation.—Propagation of field crops. Seeds; selecting and testing. Handling and buying seed.

The Soil.—Origin and composition; water, drainage and irrigation. Soil; air; humus; bacteria.

Fertility and Fertilizers.—Loss and restoration of plant food in soil. Chemical elements, their natural occurrence in soils, and natural and artificial supply and means of restoration. Complete fertilizers, determining, purchasing, and mixing. Manure and green manna.

Intensive Study of Three Major Field Crops, e. g., corn, cotton, and potatoes, or one grain or the grasses. History, value, climate limitations, culture, harvesting and use of product.

Animal Industry.—Farm animals and their products; effect on farm methods and human labor.

Horses: Types and breeds; care and training.

Cattle: Types and breeds; the herd. Cattle products, beef and milk; handling and use of milk.

Text.—Warren, Elements of Agriculture with collateral reading (see references after each chapter). The topics are to be redistributed to correlate and synchronize with different phases of necessary farm work.

Laboratory and Field Exercises.—Follow the order and time of practical farm activities, using exercises and problems book and supplementing from other authorities. At least one-half of the time will be given to practicums, developing judgment and skill.

Four 40-minute recitation periods per week; eight 45-minute laboratory and field exercises per week throughout school year.

TENTH YEAR.

General Preliminary Consideration.—The farm as the unit in agriculture. Relative value and importance of its various products.

Agronomy.—Systems of cropping, rotation and diversification; cover crops and green manures.

Horticulture.—Intensive study of the garden and orchard. Plant propagation with reference to horticulture. Setting trees, tillage and culture. The farm and home garden; significance of birds and insects; enemies of plants. Spraying and other methods of combating this.

Forestry.—Significance and method; wood as a farm crop. The ornamental garden; minor field crops.

Animal Industry.—Feeds and feeding; food elements and materials; digestibility of feeding; standards; balanced rations.

Swine, sheep and poultry. Types and breed; care and products.

Dairying continued.

Field and Laboratory Exercises.—(See directions under Ninth Year.)

Text.—Warren, Principles of Agriculture, with collateral reading.

ELEVENTH YEAR.

Farm Management.—Farming as a source of income. Opportunities and character of farming in various sections.

The selection and purchase of a farm. Titles and legal considerations. Tenures.

Planning a farm; location of fields, roads, buildings, etc.

Systems of cropping; specialized production.

Equipment: Proportion of capital to be invested in various departments; essentials and non-essentials.

Labor and its management.

Marketing.

Records and accounts; farm bookkeeping; inventories.

Coöperation and community factors in success.

Teacher's Text.—Warren and Livermore, Laboratory Exercises in Farm Management.

Five 45-minute recitations or exercises per week throughout school year.

ELEVENTH AND TWELFTH YEARS.

Remunerated Work of a Supervisory or Responsible Character.—In connection with the necessary work of the institution, academic credit for one unit will be given for work in any of the following or similar lines on conditions defined on page 23: Charge of one or more field crops, garden, or orchard, or school grounds, or stock, or poultry; dairy work; care of fences, roads, bridges; work as assistant in laboratory and field; teaching agriculture in lower grades; independent farming on small scale.

Equivalent of fifteen 45-minute periods.

Biblical History

EIGHTH YEAR.

Biblical History Taught Biographically.—The course will cover the chief characters of the Old and New Testaments and the life of Christ.

Text-Books.—Leaders of Israel, Parts I and II; Leaders of the New Testament, Parts I and II, in Pilgrim Graded Lessons; Intermediate Series (Pilgrim Press, Boston); and Gates, Life of Christ.

Two 30-minute periods per week throughout school year.

TENTH YEAR.

The intensive study of Hebrew History, especially from the fifth to the twelfth centuries, will come in its chronological order, after the study of the ancient world is begun. It will be pursued with the same accuracy and definiteness as the study of the other nations, the immediate aim being intelligence. The spiritual message will be most emphatic if the facts are clearly presented and allowed to speak for themselves.

Text-Book.—Kent, Historical Bible, Founders and Leaders of Israel, and Kings and Prophets of the United Kingdom.

Five 45-minute periods per week—one-half year.

Chemistry

NINTH YEAR.

The principal elements and their compounds, with reference to their importance in agriculture and the home-making arts; chemical terms and formulas.

During the second half-year the course will divide into an elementary treatment of the chemistry of soils and fertilizers, and an introductory view of plant life *for boys*, and of chemistry as involved in the household processes *for girls*, including such topics as combustion; water, cleaning, bleaching; acids, bases, and salts; cooking; food constituents and adulterations; plant life; digestion; lighting, heating and plumbing.

Text-Books.—Snyder, Chemistry of Plant and Animal Life (pp. 1-154); Dodd, Chemistry to the Household.

Two 45-minute periods per week throughout school year.

TENTH YEAR.

Agricultural Chemistry.—Constituents of plant life; chemistry of growth; composition of fodder, cereals, roots, tubers, and fruits; chemistry of fermentation and digestion; applications, and nutrition and feeding of animals and man.

Text-Book.—Snyder, Chemistry of Plant and Animal Life (pp. 154-398).

Two 45-minute periods per week throughout school year.

Cooking and Household Practice

SEVENTH YEAR.

Equipment and care of the kitchen, sink, garbage, closets, tables; study of various kinds of stoves and ranges; the comparative value of fuels; weights and measures; cereals, potatoes, fresh and dried fruits, eggs, milk, quick breads, flour pastes (Williams and Fisher, chs. i-iv); vegetables (pp. 235-248); beverages (pp. 308-314); simple meat dishes (pp. 144-192); simple desserts (pp. 263-276). Planning, cooking, and serving a simple breakfast.

Three 45-minute periods per week.

EIGHTH YEAR.

Cooking—Care of table linen and dishes; laying table for different meals; waiting, clearing table and washing dishes; temperature and time of cooking; providing materials for meals, calculating cost, preparing menus. General principles involved and the making of yeast bread, white and brown; rolls, muffins, coffee, spice, and raisin bread; soup making, with and without meats; purees from beans, peas, and other vegetables, with and without meat; stews, hashes, and minces; simple meat dishes; simple desserts; chicken, cleaning and cooking in various ways; bacon, boiled and fried; beverages; cooking for infants; desirable and undesirable food for infants; the comparative values of mother's milk and cow's milk; modified, pasteurized and sterilized milk; care and choice of bottles; dangers from milk. Planning and serving simple lunches and dinners.

Housekeeping.—Care of the house and its furnishings; practical work in cleaning floors, windows, woodwork; care of bedrooms, dining room and living rooms, bathroom and kitchen; care of silver and other metals; renovation of household furnishings.

Three 45-minute periods per week.

Text.—Wiliams and Fisher, Elements of the Theory and Practice of Cookery.

References.—Wilson, Handbook of Domestic Science and the Household Arts; the Profession of Home-making; Holt, Care and Feeding of the Child.

NINTH YEAR.

Cooking.—Study of food combinations; different applications of heat to foodstuffs; cooking and typical foods, representing proteids, fats and carbohydrates; preservation of food by sterilization; other methods of preservation, wholesome and unwholesome; canning fruits and vegetables of the season; serving, continued; adaptability of different materials; breads, cakes, vegetables, sauces, croquettes; utilizing left-overs; principles and methods of freezing ices and ice creams. Planning and serving a simple dinner.

DOMESTIC SCIENCE HALL

STEAM LAUNDRY

Food Study.—Nutrition, digestibility, cost, place in diet; chemical changes in cooking; sources and preparation of various articles of food found in the markets. Animal foods, meat, fish; animal products, milk, butter, cheese, eggs; vegetable foods, roots, tubers, green vegetables, fruits, nuts, legumes, cereals. Qualitative tests as to food constituents; composition, cost, and nutritive value. Processes of manufacturing cereals, flours, sugars, cheese, spices, tea, coffee, cocoa. Methods of preparation of foods for commercial purposes, drying, salting, smoking, use of antiseptics and preservatives, refrigeration.

Five 45-minute periods per week.

Laundry Work.—Water, kinds, treatment of hard water; soaps, alkalis; blueing; starches; bleaching agents, preparation, use, explanation and demonstration; sorting clothes; removal of stains; preservation of color in fabrics; irons; laundry utensils, including machinery; practical work in washing, ironing and folding bed, table and body linen; flannels; cotton materials, lingerie and tailored shirtwaists; neckwear; dresses renovating, cleaning and pressing cloth suits, silk waists, ribbons, laces.

Two 45-minute periods per week.

TENTH YEAR.

Cooking.—The use of sugar as a preservative; selection and preparation of fruits and jars for jelly and jam; making jelly and jam according to season; pastry; pies and tarts; salads, meats, fish, vegetables, fruits, desserts, cakes, cookies. Practice in preparing and serving meal combinations, within a given time, for a prescribed number of people, at a certain cost. Serving, continued; cookery for children and invalids, refreshing drinks, liquids, soft solids, arranging tray; combinations of food for diseases requiring dietetic treatment.

Dietetic Review of food constituents and their functions and application in nutrition; physiology of digestion; experiments in salivary, pancreatic and gastric digestion; assimilation of the digested products; excretion of waste products; study of dietary standards; dietaries; selection of food for persons of various ages and occupations; computation of dietaries of equal nutritive value, but at widely varying prices, for individuals or groups.

Three 45-minute periods per week.

Home Management.—Site, plans and structure; building materials; sanitary standards; inspection of illustrative buildings when possible; house furnishing, heating, plumbing, ventilation, lighting, water supply, disposal of waste (Hough and Sedgewick, Elements of Hygiene and Sanitation, chs. xxix-xxx). House decoration; purpose of decoration; floors and walls, treatment; color; coverings, adaptation to size; lighting and means. Furniture, kind suited to home and means; styles; amount necessary and useful. Curtains, draperies, considering locality and seasonal variations. Ornaments and pictures, general principles which should govern their distribution, with special reference to local use and abuse of these principles (Daniels, Furnishing a Modest Home). House cleaning; elimination of household pests (Wilson). Household and personal accounts (Haskins, How to Keep Household Accounts). Marketing; theoretical instruction; visits to markets when possible to see demonstrations in meat-cutting, judging of fish and poultry, vegetables; dry groceries, instruction in purchasing whosesale and retail. Each student should be provided with a note book wherein all the enumerated steps are taken theoretically, with the help of catalogues, from drawing the plans to entirely furnishing and decorating a home, within a given cost.

Two 45-minute periods per week.

ELEVENTH YEAR.

Cooking.—Responsibility under supervision both for planning, management and practice, involving a review of the first two years' work; practice in cooking and serving meals; cooking in large quantities; selling the product; may be offered in the following lines as the facilities of the school permit:

Institutional Cooking.—Work as matron's assistants, planning, cooking and serving for large numbers in school boarding departments or noon lunch rooms.

Dormitory or laundry supervision.

Group housekeeping, in model homes.

Laboratory assistants, with practice in teaching Domestic Science.

Fifteen 45-minute periods per week.

Home Nursing.—Sick rooms and furnishings; ventilation; simple ailments; symptoms of disease; care of the patient, adults, children, infants; making and changing bed; lifting and handling patient; baths and bathing; giving of medicine; purgatives, enemas, douches, poultices, fermentations; precautions and preventions; contagious diseases; poisons and antidotes; foreign bodies in eye, ear, nose and throat; disinfectants; emergencies.

One 45-minute period per week.

TWELFTH YEAR.

Cooking.—Work of the preceding year continued; arranging daily bill of fare throughout the year, six persons of various occupations at a prescribed cost. Banquet to director of department and other guests.

Drawing and Design

SEVENTH YEAR.

Study of plant, flower and print forms, rendering in outline and mass with pencil and ink-wash. Study of values. Still-life drawing.

Decorative composition from natural forms and objects.

Constructive drawing; instruments and conventions; geometric problems; working plans; a simple alphabet.

Design; exercises in balance, rhythm and harmony, with given spaces, units and arrangements, allowing slight modification by the pupil.

Applied design; use of decorative composition, alphabet, etc., in making note book covers or posters.

One 45-minute period per week throughout the school year.

EIGHTH YEAR.

Continue the study of natural form and still-life and decorative composition. Use of water colors and crayon.

Constructive drawing; making working drawings of simple objects.

Designs; exercises in balance, rhythm and harmony. Development of harmonious color schemes from nature. Study and modification of plans for furniture and cabinet work.

Applied design. Surface decoration in color of objects designed.

One 45-minute period throughout school year.

NINTH YEAR.

Continue study of natural forms and still-life, and decorative composition. Add landscape and animal studies.

Constructive drawing; continue making plans, sections. Study of architects' drawings of water, heating and sewerage systems of a modern house.

Design; exercise in balance, rhythm and harmony continued.

Applied design; embroidery and decorative needlework patterns.

One 45-minute period throughout school year.

TENTH YEAR.

Continue picture and decorative renderings; all mediums.

Continue constructive drawing; planning and working drawings of simple house.

Design; furniture and architectural details; surface patterns as involved in carpets and wall papers.

One 45-minute period throughout school year.

References.—Art Education Course (Prang Education Co., 3-book series), Advanced Book, Art Education Course for High School (Prang Educational Co.). Applied Arts, Drawing Books VII and VIII (Atkinson, Mantzner and Grover).

Mechanics

SEVENTH YEAR.

Woodworking.—Use and care of hand tools. Fundamental processes taught by progressive exercises.

Making wooden parts of farm tools and implements, racks and receptacles for produce, stakes and markers for experimental plots, racks and apparatus for agricultural laboratory, simple objects of domestic use of house furnishing.

Three 45-minute periods per week throughout school year.

Ironworking.—Use and care of blacksmith's tools and shop. Drilling and bending. Use of dies, punches, screw plates and taps. Forge practice; progressive exercises. Sharpening tools.

Making and repairing iron parts of farm tools and implements, hinges and fastenings for barn doors and gates.

Two 45-minute periods per week throughout school year.

EIGHTH YEAR.

Woodworking.—construction of gates, doors, fences, bridges, poultry houses and other small farm buildings and accessories; study of structural principles and approved models; repair of implements and vehicles.

Two 45-minute periods per week throughout school year.

Bricklaying and Concrete Work.—Simple piers and foundations; use of concrete in farm construction.

Ironworking.—Forge practice continued; ironing and repairing wheelbarrows and carts; theory of horseshoeing, with observation; cutting and fitting water pipes and fixtures.

Harness Repairing.—Simple tools and processes.

Three 45-minute periods per week throughout school year, divided between ironworking, bricklaying and concrete work and harness repairs.

NINTH YEAR.

Agricultural Group.

Carpentery.—Construction of farm buildings; framing and details for simple work; study of plans.

Three 45-minute periods per week throughout school year.

TEACHERS' COTTAGE No. 1

TEACHERS' COTTAGE No. 2

TENTH YEAR.

Agricultural Group.

Machine Study.—Care and operation, taking down and assembling farm machinery, power machinery; study of steam and gasoline engine; adjustment of pulleys, belts, shafting, etc.

Water, drainage, and sewerage; disposal system for rural conditions.

NINTH YEAR.

Mechanical Group.

Carpentry and Bricklaying.—Construction of farm houses and buildings; cutting and framing; roof construction; framing of rafters and gutters; setting door and window frames; weather-boarding; shingling; laying floors; ceiling and wainscoting. Foundations, flues, and chimneys.

Blacksmithing and Wheelwrighting.—Making wood and iron parts of machines and vehicles from drawings and patterns; repairing and assembling; wheel repairs and tire-setting; horseshoeing.

Machine Study and Farm Engineering.—Care and adjustment of pumps and water heating systems. Taking down and assembling, care and operation of farm machinery. Sawmill work. Drainage systems and disposal of sewage.

Nine 45-minute periods per week throughout school year.

TENTH YEAR.

Mechanical Group.

Carpentry.—Interior details and finish; stairways; porches, laying finish floors; fitting and hanging windows and doors; putting in hardware, wood finishes, cabinet work and built-in furniture.

Blacksmithing and Wheelwrighting.—Continue making parts and repairs; building wheelbarrows, carts and light wagons; painting and finishing.

Machine Study and Farm Engineering.—Power as applied to farm machinery and processes. Study and operation of steam and gasoline engines. Installation of machinery and adjustment of pulleys, belts and shafting.

Twelve 45-minute periods per week throughout school year.

Mechanical Drawing

SEVENTH YEAR.

Use of drawing board, T-square and triangle. Drawing lines and simple constructions. Principles of working drawings; conventions.

Free-hand working drawings from objects. Making working drawings of shop projects to scale. Two views. A simple alphabet.

EIGHTH YEAR.

Making working drawings of shop projects throughout the year. Simple joints and structural details. Design; individual modification of model plans within limits set by instructor. Principles of simplicity; structural sincerity; proportion and refinement of line.

Geometric problems; constructive drawing based on mensuration; problems in arithmetic.

NINTH YEAR.

Theory of orthographic projection; exercises, sections and intersections of solids.

The pupil will elect further work in harmony with his mechanical specialization, as follows:

Carpentry.—Architectural drawing; free-hand and mechanical perspective. Design and working drawings for simple buildings.

Blacksmithing, Wheelwrighting, and Machine Study.—Development of surfaces. Drawing patterns and machine parts.

TENTH YEAR.

Carpentry.—Design, working plans, specifications and details for simple rural home and farm buildings. Estimates, contracts, and building laws.

Blacksmithing and Wheelwrighting.—Continue pattern drawing. Complete working plans and details for simple vehicles.

Machine Study and Farm Engineering.—Continue drawing of machine and engine parts. Design and working drawings for rural water system and farm shop with power transmission. Plotting surveys, terrace and drainage systems.

Home Economics.

Household Mechanics.—Use of simple tools necessary in minor household repairs. Lessons in mending locks and latches; hanging doors; setting glass; mixing and applying paints; renewing pump faucet valves; furniture cleaning and refinishing; chair caning; upholstery; cobbling, with view to preventing the deterioration and waste of household material and making the family independent of the paid mechanic in such matters.

ELEVENTH AND TWELFTH YEARS.

Competent students will be assigned to the industries which they have specialized for responsible and suitable work, such as carpentry, cabinet making, repair of school furniture, shop supervision, care of water, heat, and plumbing, running engines and machinery; farm repairs; blacksmithing, etc.

Physical Science

EIGHTH YEAR.

The course consists of a series of concrete studies of applications of physical law, with very simple generalizations and a few calculations. To quicken curiosity, aid observation and analysis, and give experience in manipulation, is the object of the course, rather than to understand the formulas and mathematics of physics. It should be closely related to practical farm work and shop exercises. Nothing should be studied which cannot be examined locally in actual use (including a study of draft vehicles).

The pendulum, machines, the pulley, lever, wheel and axle, including plane, screw and wedge; efficiency vs. friction in vehicles, washing machine and food grinder; lathe and farm machine; the fountain, the hydraulic press; atmospheric pressure, suction and force pumps; water systems; heating, stove, furnace, hot water and steam; ventilating systems; steam and gas engines; spectacles and the camera; electric bells and the telephone.

Study of materials; characteristics of wood and iron.

Sewing

SECOND YEAR.

Cord and raffia work; knotting, braiding; chainwork; weaving over reed.

Sewing; canvas, with worsted. (Worsted, needles, thimbles.)

Two 20-minute periods per week.

THIRD YEAR.

Simple basketry; reed and raffia.

Sewing; canvas, with worsted. Elementary stitches (basting running stitch). (Ginghams; cotton, No. 40; needles, No. 7.)

One 30-minute period per week.

FOURTH YEAR.

Overhanding, hemming, gathering, sewing on buttons, patching, buttonhole stitch.

Workbag, apron, doll's clothes.

One 30-minute period per week.

FIFTH YEAR.

Buttonholes, mending, stocking darning, cutting and making undergarments (preferably children's, on account of the size). Rudimentary instruction in the use of the sewing machine, when it is advisable for the pupil.

One 60-minute period per week.

SIXTH YEAR.

Estimating quantity of material; sewing on buttons, hooks and eyes; mending, stocking darning; use of patterns; cutting and making neck-wear and undergarments (full size); instruction in the use of the sewing machine.

One 60-minute period per week.

SEVENTH YEAR.

Planning of material, color schemes and cost; care of clothing, brushes, hangers, drawers, closet; cutting and making under-garments and children's dresses; lengthening and repairing dresses; instruction in the use of sewing machine attachments.

Four 45-minute periods per week.

EIGHTH YEAR.

Cutting and making garments (by bought patterns); unlined cotton shirtwaists, children's dresses and undergarments; simple embroidery, white applied on white; fancy aprons; neck-wear; instruction in the use and choice of material, with reference to cost and needs; planning how to spend a prescribed sum most advantageously in buying a summer wardrobe for a girl of fifteen years.

Four 45-minute periods per week.

NINTH YEAR.

Selection and use of materials; cutting, basting, stitching underwear and plain shirtwaists, cotton skirts and dresses; making over dresses; hand and machine sewing; study of color and design; application of simple embroidery stitches to household and personal linen; planning how to spend a certain sum most advantageously in buying a winter wardrobe for a girl of sixteen years. Each student shall make for herself one set of underwear and one shirtwaist.

Four 45-minute periods per week.

TENTH YEAR.

Sewing and Dressmaking.—Choice of materials; cutting, hanging, facing, trimming skirts, with understanding of the principles involved in changing fashions and designs; making tailored and lingerie shirtwaists; cutting, fitting and trimming cotton dresses; talks on form, line and proportion, in relation to drafting and trimming; renovating materials; planning a wardrobe for a girl of sixteen years; study of color and design; application to household and personal use.

Each student shall make for herself a tailored skirt and a wash dress.

Millinery.—Talks on color, materials, and textiles; making buckram frames; wiring, binding, folds, facings, tucks, puffed edges, drapery, bows of all kinds, steaming and mirroring velvet; hemming and steaming crepe; making wire hats from measurements, bonnets; retrimming and making hats from old materials.

Four 45-minute periods per week.

ELEVENTH YEAR.

Sewing and Dressmaking.—Specialized sewing according to the demands of the school; dressmaking for teachers and pupils, etc., with practice in the teaching of sewing in the grades five or twelve; trade in dressmaking; study of fabrics; drafting skirts, waists, sleeves, etc., from measurement.

Each student shall make for herself a tailored suit of either linen or wool.

Millinery.—Talks on color, form and line; study of the manufacture of silk and other materials; toque and turban trimming; children's hats; retrimming and renovating materials; making mourning hats; draping veils; copying and designing.

Fifteen 45-minute periods per week.

Each student shall have the privilege of trimming hats to order, under supervision, one-half the remuneration to go to the student, the other to the school.

Reference.—Amy Reeve, Practical Home Millinery.

TWELFTH YEAR.

Specialized sewing of the eleventh grade continued. Work in dressmaking, involving drafting, cutting, fitting, pressing garments of all kinds; drafting coats of different styles, having various kinds of collars and pockets. Planning wardrobe for (a) child of four years; (b) child of ten years.

Each student shall make her graduation dress.

Fifteen 45-minute periods per week.

Miscellaneous

Organization

Joseph Keasbey Brick Agricultural, Industrial and Normal School was organized in 1895 by the American Missionary Association.

Location

The school is situated on the east side of the Atlantic Coast Line, the principal railroad beween New York and Florida. It is three miles south of Enfield, and twenty-two miles south of Weldon. From a geological point of view the location is full of interest. The soil is composed of alternate layers of sand, clay and gravel. Below this we find marl in abundance. The section was doubtless washed by the waters of the Atlantic Ocean. Fossils of submarine animals may also be found. Huge boulders are left here and there to remind us that some powerful force has been at work. Vegetation is luxuriant. Almost every tree and plant in this zone may be found here.

Historically considered, no section of the State has more interest than the three counties, Edgecombe, Nash and Halifax, which join our school farm. It was the seat of the aristocracy of the State. The community is proud of its sires and their deeds.

The climate is mild, the water is excellent, and all the surroundings are healthful and good. Fishing Creek, which is a navigable stream, affords an excellent opportunity to students and teachers alike who have time and taste for fishing. It winds around our farm for nearly two miles. Students who are seeking a quiet retreat for study can find no better location in the State than the Brick School.

Healthfulness

We attribute the good health of the place to the following causes: good water, pine trees about us, cleanliness of the yards and buildings, and to the fact that no accumulations of dirt and

filth are allowed to collect in the ditches. The ditches are kept open and the swamps are kept cleared so that the sun can reach the earth.

Aim

The aim of the school is to teach young people to respect themselves and to respect others, to form true ideas and correct habits of life; to give them that mental discipline which, when combined with the industrial, will fit them to fill, with honor and proficiency, the practical and responsible places in the homes and in the various communities where they may live. There was a time when the Negro did practically no thinking for himself.

Membership

For membership in this school applicants must have a good moral standing. Those from abroad should bring letters of satisfactory recommendation.

Day students and boarders are under the same general regulations of the school. All students should be present at the beginning of the school year and remain the entire school session, if possible.

For a student to retain his place in his class all lessons lost for any reason must be made up. Those who do not make up lost lessons will not be allowed to take the term examinations, and hence will not be promoted. Students absenting themselves from examination will be required to take such examinations before being promoted, and a charge of twenty-five cents will be made for the same.

Students from abroad are advised not to travel on the Sabbath. Those who intend to leave school during the session should notify the Principal.

Students are required to attend the industrial classes with the same regularity as they do their other classes. They must provide their own books.

Fireams, snuff, tobacco, intoxicants, and profanity will not be allowed on the grounds nor tolerated in any way. Students are not expected to leave the school grounds without an excuse from the Principal or the matron of the hall in which they live.

Religious

Aside from the Christian societies mentioned below, the school has preaching once each month. Weekly meetings are held every Sunday night, led by one of the teachers.

The Societies

The Young Men's Christian Association is conducted entirely by the young men of the school. They have their meeting every Sunday morning and their various committees have done very much to help the people in the surrounding communities.

The Y. W. C. A. is conducted by the young ladies of the school. They have their meeting every Sunday afternoon.

There are five King's Daughters' circles, which are conducted by the lady teachers. They meet at a convenient hour during the week.

The Christian spirit of the entire school is very much strengthened by these organizations.

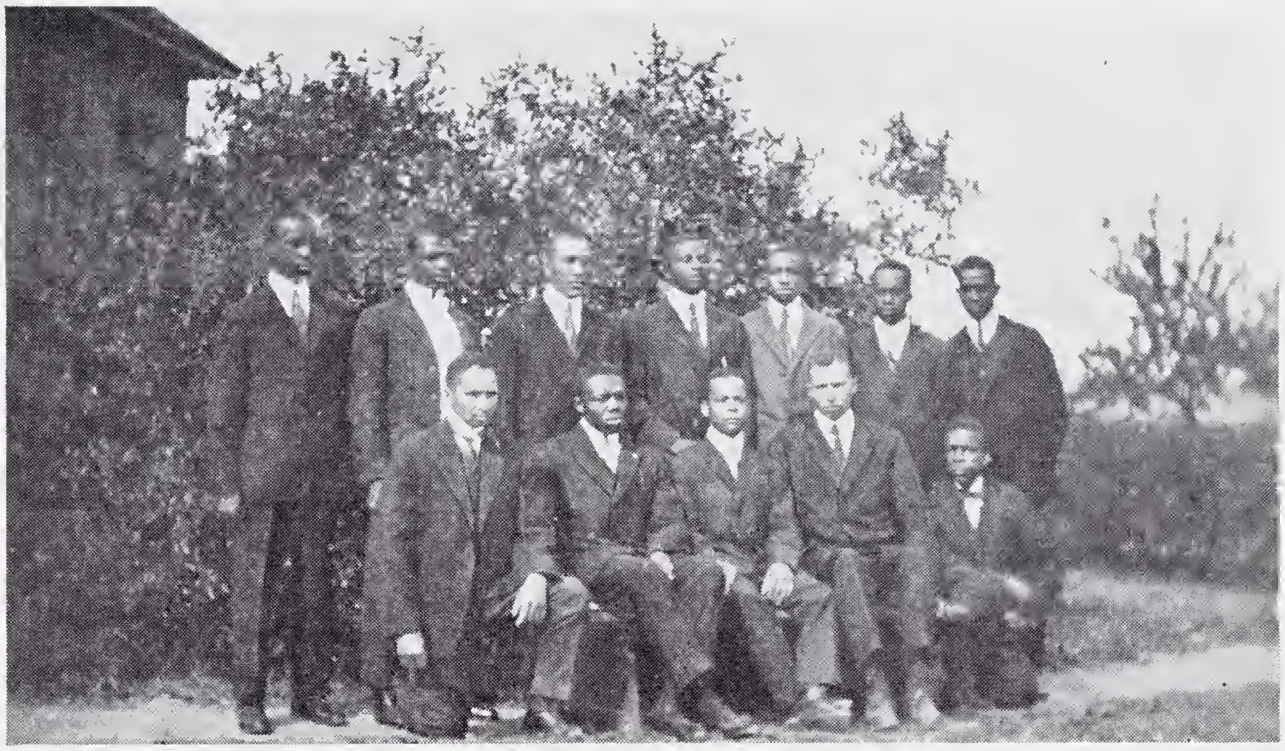
Sunday School and Sunday evening prayer meetings are maintained through the year. The day teachers teach the Sunday School classes, and the gentlemen teachers take their turn in leading the Sunday evening prayer meetings.

All students are required to attend the Sunday School and the Sunday evening meetings, unless they are excused by the matron.

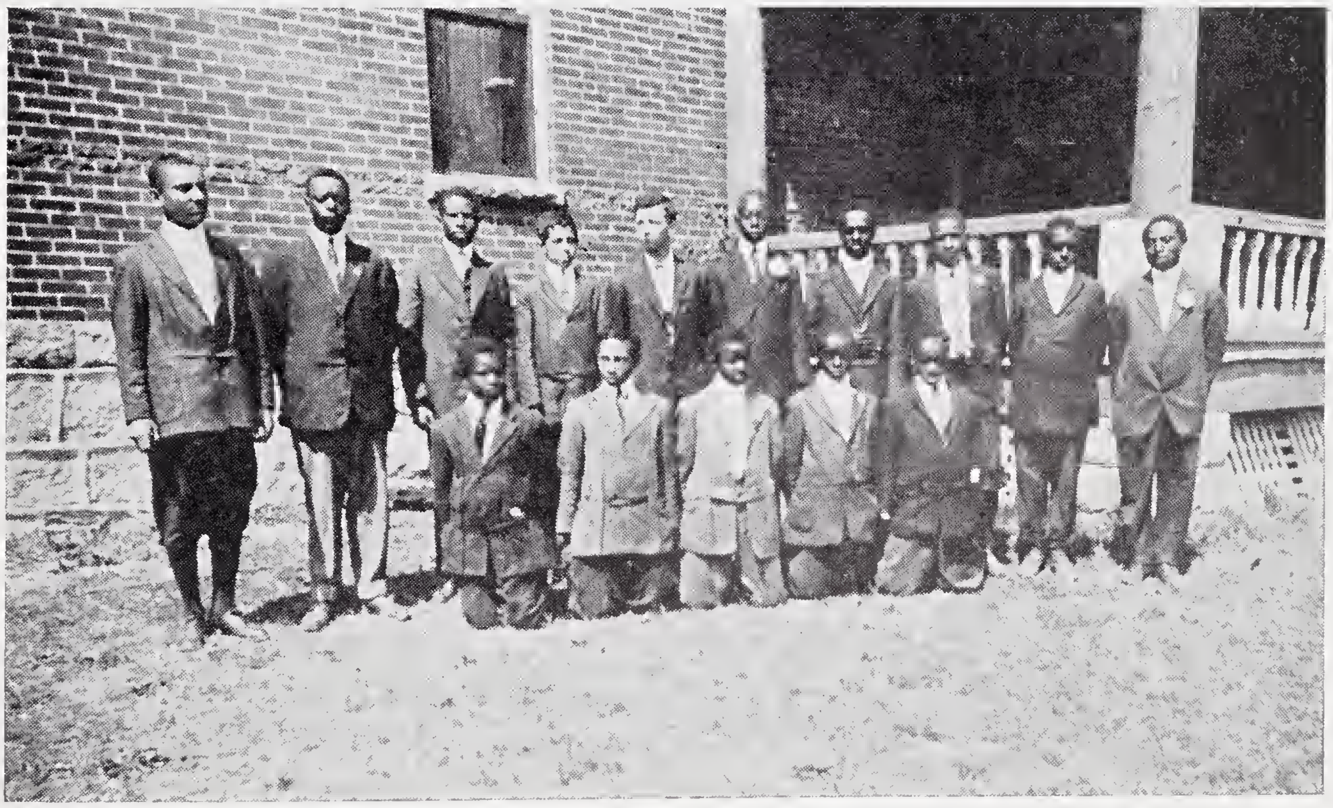
Those who are not in the boarding department are encouraged to attend similar services at their own churches.

Rules

Few rules need be given—only such as should govern every well-ordered home. None will be given that may not be embraced in the Golden Rule: "Do unto others as you would that others should do unto you."



YOUNG MEN'S CHRISTIAN ASSOCIATION CABINET



YOUNG BOY'S CHRISTIAN CLUB

It is expected that these rules include:

1. Neatness of person and dress.
2. Purity of word and of behaviour.
3. Cleanliness of desks, books and rooms.
4. Students defacing the walls or furniture of any of the buildings, dormitories, shops or barn, either with knives, nails, pencils or crayon, are liable to suspension.
5. Courteous bearing to teachers and fellow-students.
6. Punctuality in every duty.
7. Earnest devotion to school work.
8. Quietness in all movements.
9. Respect for the rights of others in all things.
10. Obedience to the laws of love and duty.

Those who enter the school are expected to accept these regulations and abide by them at once. Those who can not abide by them will not be retained in the school, and they may be suspended, as the Principal and teachers think best.

Dress

It would be well for all students to provide themselves with rubber overshoes and rubber cloaks and coats for rainy weather. It is a fact that most of the sickness we have had in our school has been on account of the need of comfortable clothes to keep the body warm.

We advise that at commencement all the young ladies wear plain white dresses, with a ribbon belt.

We shall not allow students *upon any occasion* to wear *silk waists, satin waists,* or dress skirts of either material. Expensive or elaborate trimmings of any kind will be forbidden. We expect students to be dressed comfortably and *modestly.*

It will be well for parents to note carefully these remarks as they prepare their daughters for school.

Literary Societies

The students have a literary society which meets once every two weeks. At each meeting a program is rendered, consisting of debates, orations, essays, reading, etc.

Expenses

Tuition in all Grades, per month	$1.00
Tuition in Instrumental Music, eight lessons per month	2.00
Board, including furnished rooms, heat, light, and washing per calendar month, payable on the day of entry	8.00
Extra Examinations, each	.25
Incidental Fee (boarding students)	2.00
Medical Fee, which insures the attention of a physician in case of sickness, but does not include medicine and drugs	1.00
Laboratory Fee, for Normal students only, per year	1.00
Library Fee	.25

The charges for board are $8 per month or $64 for the school year. No reductions are made in tuition or board for vacations or temporary absence by the student for a few days. Students who know at the beginning of the month that they are expecting to be in the boarding department for less than a month may pay their board at the rate of 35 cents a day.

Students paying tuition by the week will be charged on the basis of $1.20 per month. Those who pay for board by the week will also be charged a higher rate than those who register for the full month.

Incidental Fees covering cost of Board and Registration as above, for Normal students	$13.25
Incidental Fees covering cost of Board and Registration for Sub-normals, as above	12.25

Students who are admitted to the boarding department and day school on the condition of paying a part of their bills in work are expected to give satisfaction in their work. If they do not give satisfaction in their work, bills will be sent to their parents or guardians for an amount to cover the cost of all expenses.

All students are required to pay full board in advance the first month, whether they expect to work out a portion of their account or not.

No student should come to the school expecting to pay all or a part of his expenses in work without a previous correspondence with the Principal.

Students who leave the school during the session, without an excuse from the Principal and a statement of their financial standing from the school Treasurer, will be considered dishonorably dismissed.

Remittances in payment of bills should be sent directly to the school authorities and not to the pupil.

Time lost on account of sickness or bad weather must be paid for or made up by those who are given a chance to pay a part of their expenses in work.

Those who are given an opportunity to work out a part of their expenses must perform the work assigned to them at regular hours.

No student will be registered in the day school or in the boarding department for a shorter period than a month. Money will not be refunded to students who leave before the first month is up, except in cases of actual sickness.

Students must furnish their own towels, soap, table napkins, window shades and sash curtains.

General Information

Books will not be sold on credit. The medical fee of one dollar must be paid when the student registers at the Treasurer's office. *All bills are payable strictly in advance on the first day of each month.* When parents and students receive statements of their accounts they should comply with the regulations and make remittance at once. Remittances in payment of bills should be made by postoffice or express money order, bank draft, check, or registered letter. Money orders and drafts should be made payable to T. S. Inborden, Principal, or Benj. L. Taylor, Treasurer.

All books used in the school may be obtained at the Treasurer's office for *cash*.

All students in the boarding department are expected to work one hour each day without remuneration, except the general privileges of the school.

Boys who wish to pay a part of their expenses in work must provide themselves with overalls.

Students wishing letters of honorable dismissal from the school should settle all bills before asking for such letters.

Students who wish to join the work department of the school are requested to read carefully what is below under "Special Opportunities," and write to the Principal or Treasurer, stating whether they can comply with those regulations

Bricks, the name of the school station, is a regular stop for trains 33 and 34 of the Atlantic Coast Line Railroad. Those coming to the school should take these trains when it is convenient to do so, as it will save expense and time. Those who come on these trains should notify the conductor before getting to Enfield or Whitakers that they wish to get off at Bricks. Passengers should also ask the conductor to have their baggage put off at Bricks. Bricks is three miles south of Enfield and three miles north of Whitakers. The fare from either Whitakers or Enfield to Bricks is ten cents. By consulting a time table of the Atlantic Coast Line Railroad, passengers will see what connections can be made with the trains that stop at Bricks. All money orders should be drawn on Bricks.

Special Opportunities

The school owns a farm of 1,129 acres. Ten or fifteen young men, by working on this farm, receive all the privileges of the boarding department, including furnished room, heat, light, and washing; the advantages of the night school, and the opportunity of earning from eight to ten dollars per month, to be placed to their board account when they enter the day school.

Work students are required to stay in the work department one year from the time of entrance. Such students must be over sixteen years old, healthy, and able to do farm work. They should come prepared to buy their books. Work students who do not abide by the regulations and who do not give satisfaction in their work will not be retained in the school, and on *being sent away forfeit their right to their earnings.* What they earn is not transferable, but must be used to pay their board bill while they are in shool. No fixed sum is guaranteed to students for their labor. Their work is valued according to the kind done and the spirit with which it is done. All work is instructive and methodical and under the supervision of experienced teachers.

All girls who make application to enter the work department or wish to work out any part of their expenses, must come provided with at least four aprons.

Boys who enter the work department should have enough money to supply themselves with clothes and shoes for a year.

As a guarantee of good faith, students on filing application to enter the work department are required to send sufficient money with the application to cover the cost of the following items:

Medical fee	$1.00
Books	2.50
Transportation	.25
Incidental fee	2.00
Library fee	.25
	$6.00

If the applicant does not come the money will be refunded.

To Parents

Parents are invited to visit the school from time to time and note the progress of their children. They should unite with the teachers in enforcing prompt and regular attendance, in maintaining good order and discipline in the home, class-rooms, and on the public highways. They should see that their children give a reasonable part of their time to the preparation of their lessons while at home and under good conditions. They need quietness, a table, and a light.

When little troubles happen among children, as they often do, they should not be left for them to fight out on the roads, but parents should settle them in an amicable way.

Children can not progress in their studies when they are in all sorts of society, on the streets and elsewhere, at all hours of the night. They can not be advanced with their grades when they lose a third or half of the school year. They can not afford to lose a single day.

When you send money to the school always require your children to bring receipts, and keep these receipts; in doing so you keep up with your business. Never allow your account to run behind. It is easier to pay a small bill than a large one. When you can't possibly meet your obligations, do not send word by the children, but come yourself and make such arrangements with the school Treasurer as will give satisfaction.

No special dress will be needed for commencement. If the parents will write the Principal, he will advise what will be needed in the way of wearing apparel.

Do not keep your children out of school because you can not dress them as well as Mr. A. They can be clean and neat without finery. Brain does not always accompany fine clothes.

If you want your children usefully educated, a few things are absolutely necessary on your part—an early start, a sacrifice, and a will.

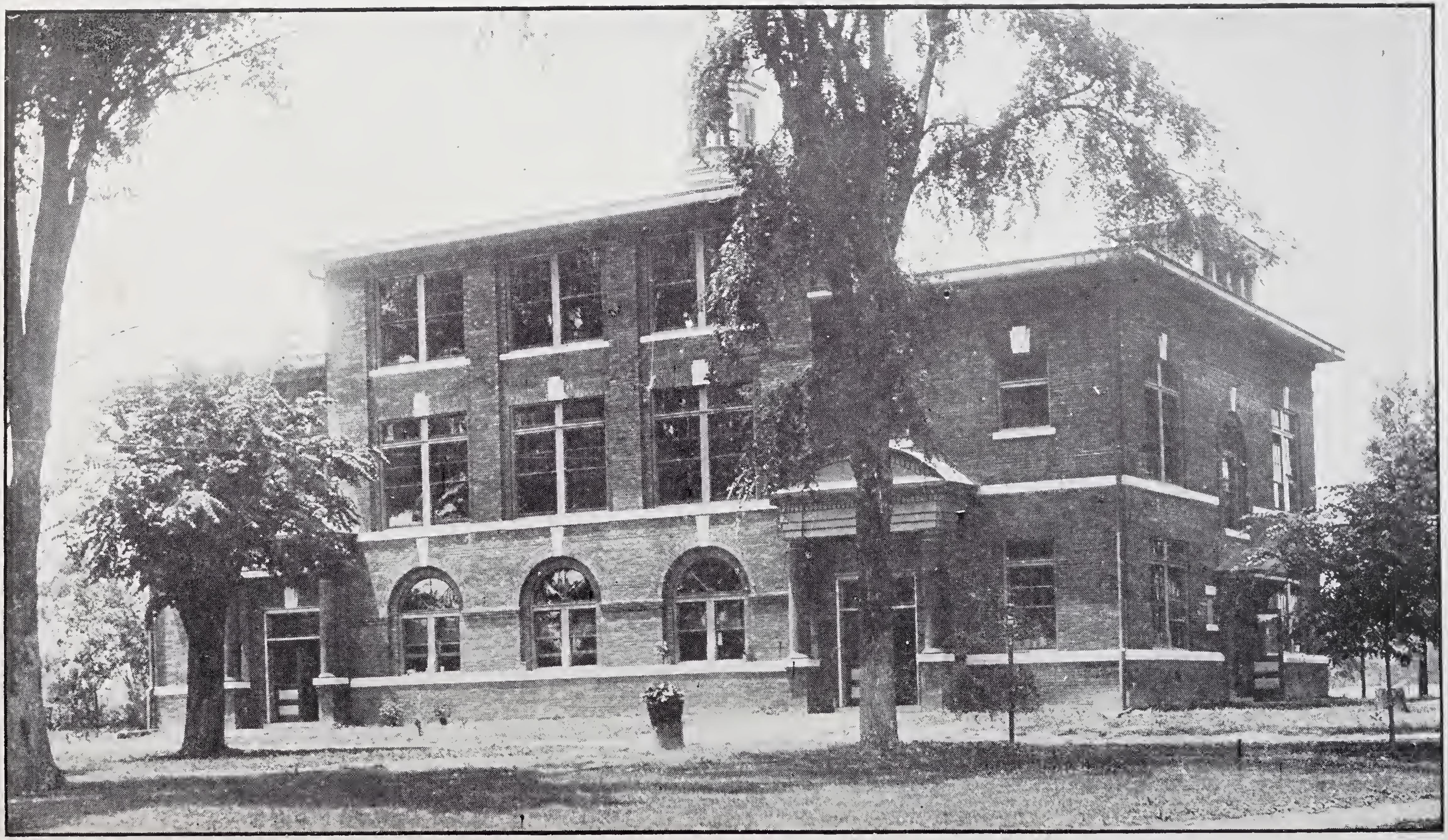
For further information, write to

T. S. INBORDEN, *Principal,* or
BENJ. L. TAYLOR, *Treasurer.*

WEEKS
COLLECTION

Joseph Keasbey Brick Agricultural Industrial and Normal School

BRICKS, NORTH CAROLINA
1917-1918



ELMA HALL—ADMINISTRATION AND CLASS ROOM BUILDING

CATALOGUE

OF THE

TEACHERS AND STUDENTS

OF

Joseph Keasbey Brick

Agricultural, Industrial and Normal School

BRICKS
EDGECOMBE COUNTY, NORTH CAROLINA

WITH
STATEMENT OF COURSES OF STUDY
EXPENSES AND GENERAL
INFORMATION

For the School Year 1917-1918

RALEIGH
Edwards & Broughton Printing Co.
1917

Calendar 1917-1918

1917.

Wednesday, September 26—Boarding Department opens and school begins.

Thursday, November 29—Thanksgiving. Social in the evening.

Friday, November 30—Public Rhetoricals.

Friday, December 21-26—Christmas vacation.

Friday, December 28—Public Rhetoricals.

1918.

Tuesday, January 1—Holiday.

Friday, January 25—Public Rhetoricals.

Friday, February 1—End of first semester.

Friday, February 15—Public Rhetoricals.

Friday, February 22–Farmers' Day. Washington's Birthday.

Friday, March 29—Public Rhetoricals.

Friday, April 5—Public Rhetoricals.

Friday, April 26—Public Rhetoricals.

Wednesday, May 1—Founder's Day.

Thursday, May 23—Literary Society.

Friday, May 24, at 7:30 p. m.—Exhibition of Primary Grades.

Sunday, May 26—Baccalureate sermon.

Monday, May 27, at 7:30 p. m.—Alumni meeting.

Tuesday, May 28, at 7:30 p. m.—Exhibition of Grammar Grades.

Wednesday, May 29, 10:00 a. m.—Graduating exercises.

Wednesday, May 29, at 2:30 p. m.—Exhibition of Musical Department.

Summer vacation, May 30 to October 1, 1918.

The holidays included in the above—Thanksgiving, Christmas Day; Tuesday, January 1, Friday, February 1; Farmers' Day; Friday, February 22; Easter Monday and Founder's Day.

THE SCHOOL IS UNDER THE CARE AND
SUPERVISION OF THE

American Missionary Association

CONGREGATIONAL ROOMS

FOURTH AVENUE AND TWENTY-SECOND STREET, NEW YORK, N. Y.

REV. A. F. BEARD, D.D., Honorary Secretary and Editor.

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REV. H. PAUL DOUGLASS, D.D.

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287 FOURTH AVENUE, NEW YORK, N. Y.

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Teachers and Officers

T. S. INBORDEN, M.A., *Principal.*
BENJAMIN L. TAYLOR, *Treasurer.*

Teacher Training Department

MRS. LOIS JOHNS ALLEN, A.B.,
Rural Extension Worker.

MISS LUCILLE MCLENDON,
Methods in Elementary Education.

Academic Department

R. J. ELZY, B.S.,
Science.

S. A. ALLEN, A.B.,
English.

MRS. S. J. E. INBORDEN, B.L.,
Mathematics.

MISS ANNA E. BROWN, Pd.B.,
History.

REV. P. L. LACOUR, B.L.,
Sixth Grade.

MRS. S. H. FLETCHER, A.B.,
Fourth and Fifth Grades.

MRS. GEORGIA JONES-TAYLOR,
First, Second and Third Grades.

Industrial Department

JOSEPH FLETCHER, A.B.,
Manual Training.

E. F. COLSON, B.Agr.,
Agriculture.

H. G. FORNEY, B.Agr.,
Farm Manager.

MRS. A. L. DAVIS,
Sewing and Matron of Brewster Hall.

MRS. A. M. LACOUR,
Preceptress of Benedict Hall and Supervisor of the Laundry.

MISS SARA E. WEBSTER,
Domestic Science.

MISS MARY V. LITTLE,
Matron of Dining Hall.

Music Department

MISS JEWEL JENNIFER,
Instrumental and Vocal Music.

MISS LILLIAN A. HALL,
Clerk and Assistant Postmistress.

Students

Elementary School

First Grade

(Boarding students are indicated by a (b) following name.)

Arrington, Otis	Enfield, N. C.
Arrington, Ruth	Enfield, N. C.
Cherry, William (b)	Greenville, N. C.
Daniels, Lona	Whitakers, N. C.
Fort, Mary	Weldon, N. C.
Hill, Lillian	Whitakers, N. C.
Johnson, Jesse	Whitakers, N. C.
Nicholson, Pearl	Greensboro, N. C.
Parker, Etta	Whitakers, N. C.
Phillips, Carol	Whitakers, N. C.
Phillips, Mary	Bricks, N. C.
Smith, Addie Mae	Enfield, N. C.
Whitaker, Sarah	Enfield, N. C.
Williams, Mellissa	Enfield, N. C.
Woodley, Elbe	Whitakers, N. C.
Woodley, Thomas	Whitakers, N. C.

Second Grade

Arrington, Daniel	Whitakers, N. C.
Austin, Burlena	Whitakers, N. C.
Bandy, Clara	Whitakers, N. C.
Barnes, Courtney	Middlesex, N. C.
Bryan, Joseph	Whitakers, N. C.
Burnette, Ethel	Bricks, N. C.
Davis, Lila	Whitakers, N. C.
Draughan, Mattie	Whitakers, N. C.
Forney, Harding	Bricks, N. C.
Foster, Mabel	Whitakers, N. C.
Hill, Edward	Whitakers, N. C.
Hill, Mary	Whitakers, N. C.
Lawrence, George (b)	Scotland Neck, N. C.
Lawrence, Moses (b)	Scotland Neck, N. C.
Merrida, Robert	Whitakers, N. C.
Pittman, Annette	Bricks, N. C.

Third Grade

Allen, Zelma, (b)	Godwin, N. C.
Austin, Maude	Enfield, N. C.
Barber, Bernice, (b)	Raleigh, N. C.
Battle, Jesse	Whitakers, N. C.

Brown, Elno	Tillery, N. C.
Burnett, Alberta	Whitakers, N. C.
Burnette, Addis	Bricks, N. C.
Burnette, Sylvester	Bricks, N. C.
Davis, Marion (b)	Richmond, Va.
Daughtery, Janie	Bricks, N. C.
Dickens, Samuel	Whitakers, N. C.
Forney, Myrtle	Bricks, N. C.
Hayes, Maggie Lee (b)	Whitakers, N. C.
Hill, Annie	Whitakers, N. C.
Hill, Carrie	Whitakers, N. C.
Hilliard, Ethel Belle	Bricks, N. C.
Howington, Hollis	Enfield, N. C.
Johnson, Lucy	Whitakers, N. C.
Lyons, Cornellum	Bricks, N. C.
Martin, Leonard (b)	Rosemary, N. C.
Moten, Cleo	Bricks, N. C.
Parker, Henry, (b)	Rougemont, N. C.
Patterson, Alma (b)	Durham, N. C.
Phillips, Ruth	Whitakers, N. C.
Phillips, Evelyn	Bricks, N. C.
Pittman, Walter	Bricks, N. C.
Pittman, Lula	Bricks, N. C.
Pittman, Eddie	Bricks, N. C.
Pittman, Frederick	Whitakers, N. C.
Powell, Alberta	Whitakers, N. C.
Richardson, Delian	Whitakers, N. C.
Smith, Charles (b)	Kenansville, N. C.
Smith, Walter H.	Enfield, N. C.
Taylor, Charlotte, (b)	Enfield, N. C.
Whitakers, Alice	Whitakers, N. C.
Williams, Lemuel (b)	Nashville, N. C.
Williams, Arthur (b)	LaGrange, N. C.

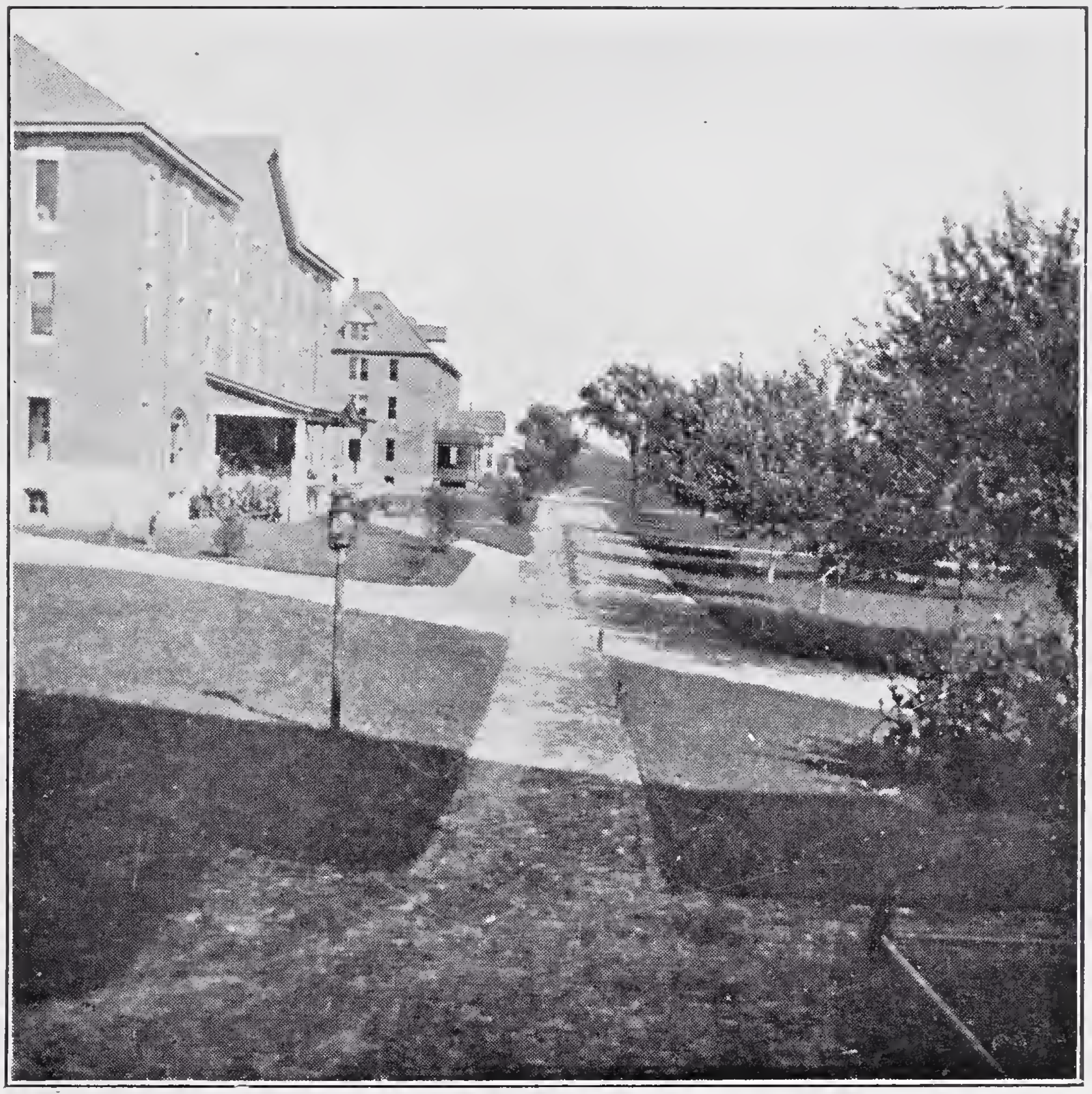
Fourth Grade

Armstrong, Lille (b)	Wade, N. C.
Bryant, Maggie (b)	Battleboro, N. C.
Bryant, Mittie (b)	Battleboro, N. C.
Bullock, Gerson	Enfield, N. C.
Bumpass, Charles (b)	Durham, N. C.
Bumpass, Moses (b)	Durham, N. C.
Burnette, Mary	Bricks, N. C.
Cameron, David (b)	Durham, N. C.
Cooper, Alabelle (b)	Battleboro, N. C.
Croom, Dorcas	Salisbury, N. C.
Cutchins, Georgia (b)	Whitakers, N. C.
Draughan, Isham (b)	Whitakers, N. C.

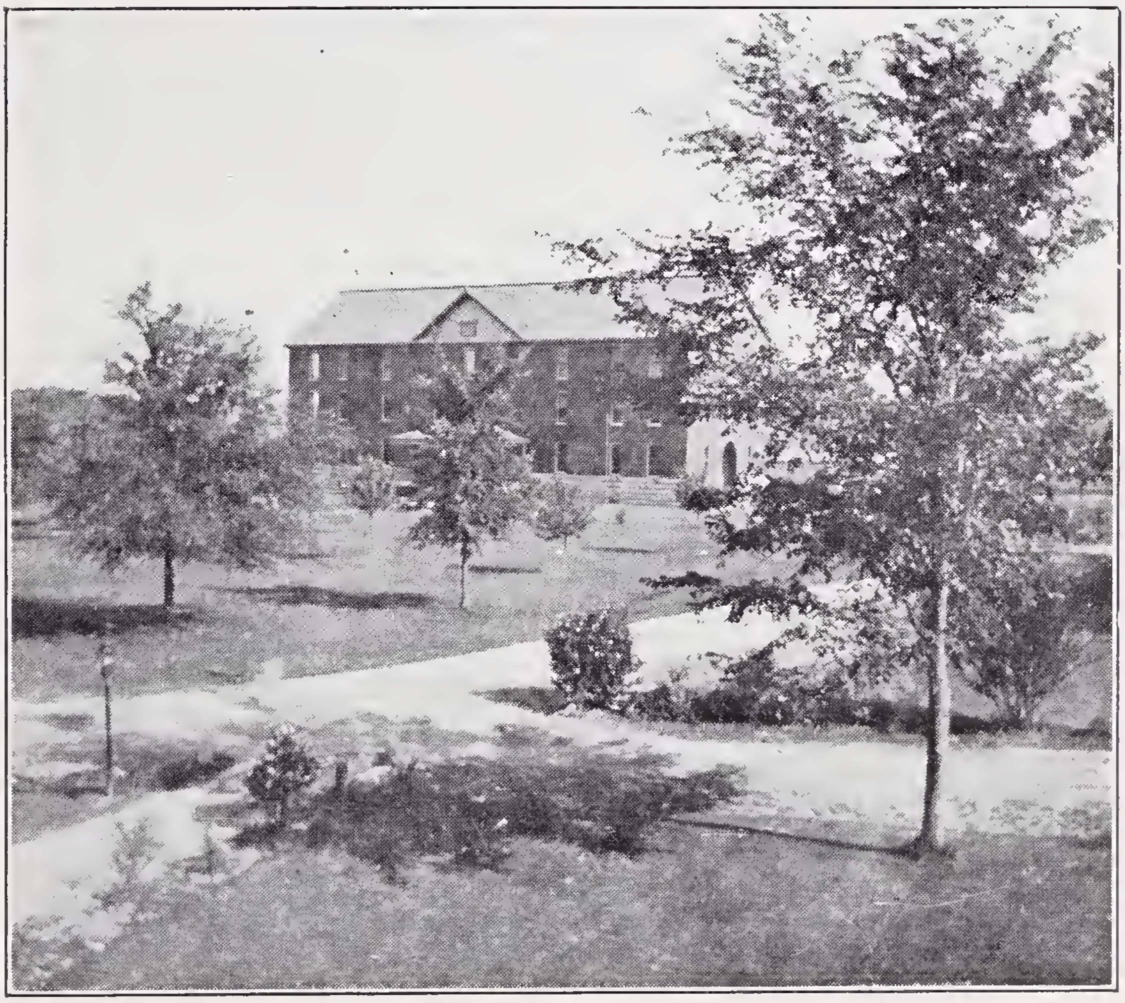
Edmonds, Reba (b)	Scotland Neck, N. C.
Gunter, Mary	Whitakers, N. C.
Hill, Neida (b)	Weldon, N. C.
Ivey, Geneva (b)	Weldon, N. C.
Jenkins, Leah (b)	Weldon, N. C.
Keys, Annie Mae	Enfield, N. C.
Keys, Mabel	Enfield, N. C.
Lawrence, Maud (b)	Scotland Neck, N. C.
Lyons, Eugene	Bricks, N. C.
Martin, Nathan (b)	Thelma, N. C.
Merritt, Ories (b)	Middlesex, N. C.
Moore, Lena (b)	Durham, N. C.
Neville, Neta (b)	Weldon, N. C.
Pittman, Lucian	Bricks, N. C.
Pittman, Carrie Etta (b)	Whitakers, N. C.
Pittman, Lee	Enfield, N. C.
Reaves, Mattie (b)	Sanford, N. C.
Scott, Hattie (b)	Enfield, N. C.
Taylor, Rosa	Whitakers, N. C.
Thorne, Katie	Whitakers, N. C.
Whitehead, Ora	Bricks, N. C.
Williams, William Henry	Whitakers, N. C.
Williams, Mary (b)	Whitakers, N. C.
Woodard, Josephus	Whitakers, N. C.
Woodley, Ivora	Whitakers, N. C.
Wynn, Piccola (b)	Mount Olive, N. C.

Fifth Grade

Bryan, Martha	Whitakers, N. C.
Byrd, Arthur	Whitakers, N. C.
Clanton, John	Littleton, N. C.
Ford, Laura	Whitakers, N. C.
Garrett, Richard	Bricks, N. C.
Joyner, Arline	Whitakers, N. C.
Key, Joseph,	Enfield, N. C.
Knight, Walter	Tillery, N. C.
Lynch, George (b)	Beaufort, N. C.
Manly, Mary (b)	Halifax, N. C.
Martin, Mary (b)	Rosemary, N. C.
McLean, Thomas (b)	Mount Pleasant, N. C.
Pearsell, Henrietta (b)	Farmville, N. C.
Powell, Robert	Whitakers, N. C.
Reid, George	Bricks, N. C.
Roberts, Willie Lee (b)	Rougemont, N. C.
Sessoms, David (b)	Nashville, N. C.
Tucker, William (b)	Henrico, N. C.
Wallace, Chester (b)	Weldon, N. C.



LOOKING EAST FROM INGRAHAM CHAPEL



BENEDICT HALL

Whitaker, William	Whitakers, N. C.
Whitehead, Roosevelt	Bricks, N. C.
Wiggins, Annie (b)	Springhill, N. C.
Woodard, Walter	Whitakers, N. C.
Woodley, Jesse	Whitakers, N. C.

Sixth Grade

Arrington, Hosea	Bricks, N. C.
Baldwin, David (b)	Glenville, Ga.
Bellamy, Carolyn (b)	Speeds, N. C.
Bellamy, Rena (b)	Sharpsburg, N. C.
Braxton, Silas (b)	New York City.
Burnette, James	Bricks, N. C.
Bullock, Eugene (b)	Durham, N. C.
Bullock, William (b)	Durham, N. C.
Byrd, Gertrude	Whitakers, N. C.
Carlisle, Vera	Whitakers, N. C.
Chandler, Raymond (b)	Baltimore, Md.
Debreaux, Pauline (b)	Enfield, N. C.
Edwards, Jolly (b)	Rocky Mount, N. C.
Evans, Jonas (b)	Kinston, N. C.
Hardy, Lucille (b)	Charlotte, N. C.
Hilliard, George	Bricks, N. C.
Hunter, Naaman (b)	Haw River, N. C.
Johnson, Eleanor (b)	Halifax, N. C.
King, Maylette (b)	Rocky Mount, N. C.
McDonald, Lillian (b)	Raleigh, N. C.
Meyers, Henry (b)	Norfolk, Va.
Parker, Mary (b)	Rougemont, N. C.
Penn, Edward (b)	Kinston, N. C.
Pittman, Viola (b)	Halifax, N. C.
Price, Marie (b)	Norfolk, Va.
Sessoms, Eula (b)	Nashville, N. C.
Stevens, Ralph (b)	Hampton, Va.
Stevenson, Rhoda (b)	Charlotte, N. C.
Spencer, Minnie Lee (b)	Charlotte, N. C.
Suggs, Mattie (b)	Hookerton, N. C.
Taylor, Pearl	Whitakers, N. C.
Taylor, Verner (b)	Salisbury, N. C.
Thompson, Nettie (b)	Snow Hill, N. C.
Tuck, Evan (b)	Carbonton, N. C.
White, Belinda (b)	Jacksonville, N. C.
Williams, Richard (b)	Wilmington, N. C.
Williams, Oddie (b)	Kenansville, N. C.
Willis, Horace (b)	Whitakers, N. C.
Winfield, Mary (b)	Norfolk, Va.
Young, Maggie	Battleboro, N. C.

High School Department

Seventh Grade

Ashford, Sallie (b)	Clinton, N. C.
Battle, Mary	Bricks, N. C.
Battle, John (b)	Nashville, N. C.
Blackwell, John (b)	Rocky Mount, N. C.
Blount, Joseph (b)	Portsmouth, Va.
Brown, Benjamin (b)	East Orange, N. J.
Burnette, William (b)	Bricks, N. C.
Byers, Vicenna (b)	Charlotte, N. C.
Campbell, Estelle (b)	Fayetteville, N. C.
Cooper, Alice (b)	Hillsboro, N. C.
Davis, Lloyd (b)	East Orange, N. J.
Davis, Moncy (b)	Halifax, N. C.
Fletcher, Elizabeth	Bricks, N. C.
Ford, Hattie	Whitakers, N. C.
Goodwin, Florence (b)	Elkins Park, Pa.
Hargrave, Kelsey (b)	Salisbury, N. C.
Hargrave, Otis (b)	Linwood, N. C.
Hill, Ethel (b)	East Orange, N. J.
Howington, Geneva (b)	Enfield, N. C.
Jackson, Grace (b)	Fredericksburg, Va.
Jenkins, Josephine (b)	Weldon, N. C.
Johnson, Sandy (b)	Airlie, N. C.
Jones, William (b)	Durham, N. C.
Keys, Emily (b)	Fredericksburg, Va.
King, Dempsey (b)	Tarboro, N. C.
Lilly, Maude	Asheboro, N. C.
Lyons, McKinley	Bricks, N. C.
Martin, Ever B. (b)	Thelma, N. C.
Martin, Viola (b)	Rosemary,N. C.
McKinney, Patience (b)	Charlotte, N. C.
Mebane, George (b)	Rocky Mount, N. C.
Miles, George (b)	Garysburg, N. C.
Parker, Thelma (b)	Plymouth, N. C.
Pegram, Mary (b)	Gastonia, N. C.
Perkins, James (b)	Columbus, N. C.
Powell, Columbus (b)	Parmele, N. C.
Powell, Maggie (b)	Talladega, Ala.
Redrick, James (b)	St. Albans, Vt.
Rivers, Pearl (b)	New Bern, N. C.
Sloan, John (b)	Enfield, N. C.
Smith, Irene (b)	Scotland Neck, N. C.
Smith, Jennie (b)	Raleigh, N. C.
Strayborn, Joseph (b)	Hillsboro, N. C.

Speight, Mack	Bath, N. C.
Taylor, Oscie	Whitakers, N. C.
Taylor, Lossie	Whitakers, N. C.

Eighth Grade

Alston, Nossie (b)	Alston, N. C.
Baldwin, George (b)	Glenville, Ga.
Baldwin, Rhoda (b)	Glenville, Ga.
Chavis, Leola (b)	Hillsboro, N. C.
Clay, Maurice (b)	Cincinnati, O.
Cofield, Benjamin	Enfield, N. C.
Exum, Eugenia	Whitakers, N. C.
Ford, Raymond	Enfield, N. C.
Hart, Maggie	Whitakers, N. C.
Hunter, Jehu (b)	Graham, N. C.
Long, Hampton (b)	Hillsboro, N. C.
MeLeod, Theodore (b)	Strieby, N. C.
Monroe, David (b)	Sanford, N. C.
Phillips, Flora	Bricks, N. C.
Phillips, Thaddeus	Bricks, N. C.
Pittman, Daniel (b)	Tarboro, N. C.
Ryan, Jeanne (b)	Charlotte, N. C.
Taylor, John (b)	Bethel, N. C.
Tony, Vivian (b)	Thelma, N. C.
Wyche, Dazelle (b)	Raleigh, N. C.

Ninth Grade

Boykins, Edward (b)	Sanford, N. C.
Davis, Charles (b)	Philadelphia, Pa.
Dixon, William (b)	Durham, N. C.
Downer, John (b)	East Orange, N. J.
Exum, Molester	Whitakers, N. C.
Greene, Melvin (b)	Hampton, Va.
Harris, Clinton (b)	Moncure, N. C.
Huffman, Jerry (b)	Salisbury, N. C.
Outlaw, Guy D. (b)	New Bedford, Mass.
Phillips, Pearl	Bricks, N. C.
Phillips, Peter	Bricks, N. C.
Shepard, Robert (b)	Oxford, N. C.
Simmons, Marion	High Point, N. C.
Staton, Helen (b)	Brooklyn, N. Y.
Watson, Madge	Enfield, N. C.
Wicker, Bartel (b)	Sanford, N. C.

Tenth Grade

Anthony, Naomi (b)	Weldon,N. C.
Bumpass, George (b)	Durham, N. C.
Chesson, Purvis (b)	Norfolk, Va.

Davis, Otis (b) ....East Orange, N. J.
Hargrave, Eula (b) ....Goldsboro, N. C.
Martin, Lillian (b) ....Thelma, N. C.
McLean, George (b) ....Greensboro, N. C.
Peyton, Roberta (b) ....Washington, N. C.
Saunders, Norman (b) ....Selma, N. C.
Smith, Richard (b) ....Kenansville, N. C.
Whitfield, Henry (b) ....Goldsboro, N. C.

Eleventh Grade

Baldwin, Nellie (b) ....Dudley, N. C.
Broadnax, Bessie (b) ....Seaboard, N. C.
Inborden, Wilson ....Bricks, N. C.
Leach, Alfred (b) ....Haywood, N. C.
LeGrand, Colston (b) ....Portsmouth, Va.
Nixon, Theodore, (b) ....Rocky Mount, N. C.
Phillips, Chester ....Bricks, N. C.
Putney, Mary E. (b) ....Weldon, N. C.
Sessoms, Alexander, Jr. (b) ....Nashville, N. C.

Twelfth Grade

Arrington, Mary (b) ....Ringwood, N. C.
Ashe, Lula (b) ....Raleigh, N. C.
Bullock, Jessie ....Bricks, N. C.
Carlisle, Irene ....Whitakers, N. C.
Frazier, Caroline ....Charlotte, N. C.
Harrison, Martha (b) ....Whitakers, N. C.
LaCour, Gretchen (b) ....Bricks, N. C.
Martin, Madge (b) ....Thelma, N. C.
Parrish, Nora (b) ....Rougemont, N. C.
Pittman, Sarah ....Rocky Mount, N. C.
Smith, Lucy (b) ....Raleigh, N. C.
Walters, Ella (b) ....Rocky Mount, N. C.
Whitaker, Janet (b) ....Glen Cove, L. I.

Teacher Training Department

First Year

Arrington, Cora ....Bricks, N. C.

Second Year

Arrington, Eula ....Bricks, N. C.
Arrington, Louise ....Bricks, N. C.
Peyton, Maude (b) ....Washington, N. C.

Special

Lynch, Lillie W. (b) ....Essex, N. C.

Night School

Anthony, Caroline (b)	Enfield, N. C.
Arrington, Mariah (b)	Rocky Mount, N. C.
Arrington, Luther	Bricks, N. C.
Barnhardt, Hubert (b)	Mount Pleasant, N. C.
Brown, Hattie (b)	Charlotte, N. C.
Brown, Katherine (b)	Charlotte, N. C.
Bullock, Gertrude (b)	Enfield, N.C.
Campbell, Lula (b)	Fayetteville, N. C.
Carnegie, Frank (b)	Kinston, N. C.
Covington, Theopa (b)	Jacksonville, N. C.
Dobbin, Bernice (b)	Troy, N. C.
Dunn, James (b)	Raleigh, N. C.
Exum, Harrison (b)	Farmville, N. C.
Gillespie, Esther (b)	Parkton, N. C.
Harris, John (b)	Fredericksburg, Va.
Hayes, Benjamin (b)	Rocky Mount, N. C.
Hester, Lucy (b)	Durham, N. C.
Horn, Hattie (b)	Farmville, N. C.
Hunter, Mary (b)	Enfield, N. C.
Hunter, John (b)	Graham, N. C.
Jones, Rebecca (b)	Hillsboro, N. C.
Jones, Preston (b)	Hillsboro, N. C.
Johnson, Pattie (b)	Farmville, N. C.
Kern, Eugene (b)	Charlotte, N. C.
Ligon, Bessie (b)	Raleigh, N. C.
Lyon, Dred	Bricks, N. C.
Maness, Olive (b)	Winston-Salem, N. C.
Mitchell, Florence (b)	Weldon, N. C.
Mitchell, Esther (b)	Farmville, N. C.
Orr, Euzelia (b)	Charlotte, N. C.
Parker, Willie Mae (b)	Durham, N. C.
Peterson, Edward (b)	Clinton, N. C.
Pherribo, James (b)	Hillsboro, N. C.
Powers, Malinda (b)	Rosemary, N. C.
Pratt, Marion (b)	Raleigh, N. C.
Redding, Elsie (b)	Durham, N. C.
Roberson, Beatrice (b)	Fredericksburg, Va.
Shepard, Emily (b)	Jamesville, N. C.
Smith, Charlotte (b)	Tillery, N. C.
Staton, John Wanamaker (b)	Rocky Mount, N. C.
Strayborn, Julia (b)	Hillsboro, N. C.
Terrell, Arthur (b)	Farmville, N. C.
Trevant, Evan (b)	Raleigh, N. C.
Whitted, Luther (b)	Hillsboro, N. C.
Wood, Daniel (b)	Hillsboro, N. C.

Music Department

Anthony, Naomi
Arrington, Cora
Arrington, Eula
Arrington, Louise
Ashford, Sallie
Baldwin, Nellie
Baldwin, George M.
Broadnax, Bessie
Brown, Benjamin
Carlisle, Irene
Davis, Charles
Davis, Moncy
Dawson, S. L.
Evans, Jonas
Goodwin, Florence.
Hargrave, Eula
LaCour, Gretchen
LeGrand, Colston
Martin, Lillian
Miles, George
Parker, Thelma
Perkins, James
Phillips, Pearl
Pittman, Sarah
Pittman, Viola
Powell, Columbus
Powell, Maggie
Redrick, James
Stevens, Ralph
Taylor, Pearl
Thompson, Nettie
White, Belinda
Williams, Mrs. Clyde
Williams, Oddie

Summary

TEACER TRAINING DEPARTMENT—	*Males.*	*Females.*	*Totals.*	
Second Year	..	4	..	
First Year	..	1	5—	5
HIGH SCHOOL—				
Twelfth Grade	..	13	13	
Eleventh Grade	6	3	9	
Tenth Grade	7	4	11	
Ninth Grade	12	4	16	
Eighth Grade	11	9	20	
Seventh Grade	22	24	46—	115
ELEMENTARY SCHOOL—				
Sixth Grade	19	21	40	
Fifth Grade	17	7	24—	64
Fourth Grade	11	27	38	
Third Grade	16	22	38	
Second Grade	7	9	16	
First Grade	5	11	16—	108
NIGHT SCHOOL	19	26	45—	45
MUSIC DEPARTMENT	12	22	34—	34
Total	164	207	371	
Counted twice	12	20	32	
Total Attendance	152	187	339	
Boarders	102	114	216	

Classification

Grade or Department	Males	Females	Boarders	Music	Domestic Art	Domestic Science	Agriculture	Woodwork	Ironwork	Mechanical Drawing
Teacher Training		5	2	3						
Grade Twelve		13	9	3	13	13				
Grade Eleven	6	3	7	3	3	3				5
Grade Ten	7	4	11	3	4	4				
Grade Nine	12	4	12	2	4	4	15		11	
Grade Eight	11	9	14	1	9	9	10	11		
Grade Seven	22	24	38	10	24	24	20	22		
Grade Six	19	21	33	7	21	21		19		
Grade Five	17	7	11		7	7				
Grade Four	11	27	22		27	27				
Grade Three	16	22	11		22					
Grade Two	7	9	2							
Grade One	5	11	1							
Night School	19	26	43		1	25	19			
Specials		2		2						
Totals	152	187	216	34	135	137	64	52	11	5

States Represented: Alabama, Georgia, Massachusetts, Maryland, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Virginia, Vermont.

Counties Represented: Alamance, Beaufort, Cabarrus, Chatham, Craven, Cumberland, Davidson, Duplin, Durham, Edgecombe, Gaston, Granville, Greene, Halifax, Johnston, Lee, Lenoir, Martin, Mecklenburg, Montgomery, Moore, Nash, New Hanover, Northampton, Orange, Onslow, Pitt, Randolph, Robeson, Rowan, Sampson, Wake, Wayne, Warren, Washington, Wilson.

Alumni

CLASS 1902.

Cora Lizzie Black (Grant) ....Rocky Mount, N. C.
Olivia Johns (Rice) ....Jamestown, R. I.
John Robinson Stitt, teacher ....Whitakers, N. C.

CLASS 1904.

James C. Ausby, deceased.
Hattie L. Green, teacher, Avery Institute ....Charleston, S. C.
Joseph J. Hill, deceased.

CLASS 1905.

Annias S. Croom, pastor Shiloh Baptist Church ....Salisbury, N. C.

CLASS 1907.

George Bullock, Manual Training teacher	Durham, N. C.
Mattie Hilliard, teacher	Whitakers, N. C.
Paul Johns, student Yale University	New Haven, Conn.
James S. Jones, business	Sparrows Point, Md.

CLASS 1908.

Isaac Bunn, farmer	Enfield, N. C.
Anna Rhodes (Sublette) teacher	Chicago, Ill.

CLASS 1909.

Benjamin F. Bullock, Agriculture teacher, Moorehouse College	Atlanta, Ga.
Samanna J. Cooke	New Bern, N. C.
Elisha Green, deceased.	
Jennie C. Hopkins, Trained Nurse	Norfolk, Va.
Nathaniel H. Lee, M.D.	Philadelphia, Pa.

CLASS 1910.

Ida B. Arrington, teacher	Battleboro, N. C.
Charles Battle, Manual Training teacher	Taugaloo, Miss.
James W. Croom, minister	Reidsville, N. C.
John D. Fields	Dayton, O.
Mary E. Dunston (Cooke)	New Bern, N. C.
Joseph P. Harrison, student Howard University	Washington, D. C.
Frederick Phillips, deceased.	
Joseph Saunders, Manual Training teacher, Tillotson College,	Austin, Texas.

CLASS 1911.

Susan Adams, Domestic Science teacher, Lincoln School,	Jefferson City, Mo.
Eulah Dunston (Fields)	Dayton, O.
Caleb Richmond	296 Bryson St., Brooklyn, N. Y.
Lucy Richmond, Supervisor of Negro Schools, Pitt County,	Greenville, N. C.

CLASS 1912.

Lillian A. Hall, Assistant Postmistress and Clerk, Joseph K. Brick School	Bricks, N. C.
Gertrude Leipsie (Colden)	Suffolk, Va.
Pearl Johnson (Schmoke) teacher	Farmville, N. C.
Dunie Wiggins (Lewis)	Winston-Salem, N. C.

CLASS 1913.

Lula R. Bullock, student Fish University	Nashville, Tenn.
Joseph M. Bullock, Manual Training teacher, Chandler Normal School,	Lexington, Ky.

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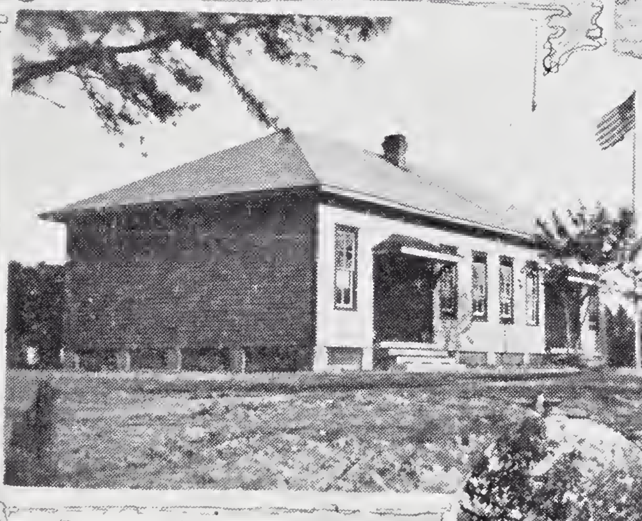

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MODEL SCHOOL ACTIVITIES

Etta Cofield .... Enfield, N. C.
Maud Chisholm (Kelly) .... Columbia, Tenn.
Tazzie G. Dodson .... Oxford, N. C.
John R. Murrain, deceased.

CLASS 1914.

Victoria Pegram, student Howard University ... Washington, D. C.
Minna Reid, teacher .... Matthews, N. C.
Zenobia E. Ross, teacher .... Norfolk, Va.
Richard Wimberly, student Shaw University .... Raleigh, N. C.

CLASS 1915.

Eula Arrington, student Teacher Training Course, Joseph K. Brick School .... Bricks, N. C.
Louise Arrington, student Teacher Training Course, Joseph K. Brick School .... Bricks, N. C.
Dorothy Inborden, student Fisk University .... Nashville, Tenn.
Hattie Little, teacher .... Vineland, N. C.
Olivia Payton, student Atlanta University .... Atlanta, Ga.
Maude Peyton, student Teacher Training Course, Joseph K. Brick School .... Bricks, N. C.
Laura Powers, teacher .... Rosemary, N. C.
Lucinda Pitts .... Stamford, Conn.
Harmon Taylor, student Fisk University .... Nashville, Tenn.
John B. Williams .... Jersey City, N. J.

CLASS 1916.

Cora Arrington, student Teacher Training Course, Joseph K. Brick School .... Bricks, N. C.
Olive Bond, student Howard University .... Washington, D. C.
Mattie Booker .... Greensboro, N. C.
Christopher Dobbin .... New Haven, Conn.
Harold Hargrave, student Howard University ... Washington, D. C.
Jeremiah McLeod, student Talladega College .... Talladega, Ala.
Grace Miller, teacher .... Mecklenburg County, N. C.
Jacob Porter, 15 Regiment Band .... New York
William Sessoms, student Howard University ... Washington, D. C.
Murvin Sumner, student Fisk University .... Nashville, Tenn.
Charles Valentine, business .... Roanoke, Va.

Courses of Study

(For details consult the Manual of Study prepared by the American Missionary Association.)

Elementary School

FIRST YEAR.

Reading—Riverside Primer and First Reader; supplementary readers.

Number Work.

Language—Reproduction of stories; picture study; nature study; correcting common mistakes.

Spelling—Oral and written; spelling of words of the reading lesson.

Hygiene—Speyer School Curriculum, p. 31.

Music, Bible, Writing, Drawing.

SECOND YEAR.

Reading—Riverside Reader, Book II; stories from Grimm (5c.); Jack and the Beanstalk (5c.).

Number Work—First Journeys in Numberland (Scott, Foreman & Co.).

Language—Short sentences copied and written from dictation; reproduction of stories.

Spelling—Oral and written spelling of words of the reading lesson.

Hygiene—Speyer Curriculum, p. 36.

Music, Bible, Picture Study, Nature Study.

Writing—Palmer System.

Drawing, History.

Sewing—Cord and raffia work; canvas with worsted.

THIRD YEAR.

Reading—Riverside Reader, Book III; supplementary work.

Arithmetic—Wentworth-Smith, Book I, pp. 1-172.

Language—Reproduction of stories; correcting common mistakes; picture study; nature study.

Spelling—Oral and written; spelling of words of the reading lessons.

Geography—Tarr and McMurry, First Book.

Hygiene—Speyer Curriculum, p. 26.

History—Baldwin, Old Stories of the East; Shelton, Old Testament Bible Stories; Old Greek Stories.

Music, Bible, Drawing.

Writing—Palmer System.

Sewing—Canvas with worsted; reed and raffia work; elementary stitches.

FOURTH YEAR.

First Semester.

Reading—Riverside Reader, Book IV; supplementary work.
Spelling—Graded Spelling Book for City Schools, Book IV.
Arithmetic—Milne's Progressive, Book I.
Geography—Tarr and McMurry, First Book.
Language—Guide Book to English, Book I (Gilbert and Harris).
History, Hygiene, Picture Study, Bible, Drawing, Sewing, Music.
Writing—Palmer System.

Second Semester.

Reading—Riverside Reader, Book IV; supplementary work.
Spelling—Graded Spelling Book for City Schools, Book IV.
Arithmetic—Milne's Progressive, Book I.
Geography—Tarr and McMurry, First Book.
Language—Guide Book to English, Book I (Gilbert and Harris).
History, Music, Nature Study, Picture Study, Hygiene, Bible, Drawing, and Sewing.
Writing—Palmer System.

Grammar Department

FIFTH YEAR.

First Semester.

Reading—Riverside Reader, Book V.
Spelling—Graded Spelling Book for City Schools, Book V.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, First Book.
Language—Guide Book to English, Book I (Gilbert and Harris).
History, Music, Picture Study, Nature Study, Bible, Drawing, Hygiene.
Cooking and Sewing for girls.
Woodworking for boys.
Writing—Palmer System.

Second Semester.

Reading—Riverside Reader, Book V; supplementary work.
Spelling—Graded Spelling Book for City Schools, Book V.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, First Book.
Language—Guide Book to English, Book I (Gilbert and Harris).
History, Hygiene, Music, Picture Study, Bible, Nature Study.
Cooking and Sewing for girls.
Woodworking for boys.
Writing—Palmer System.

SIXTH YEAR.

First Semester.

Reading—Riverside Reader, Book VI; supplementary work.
Spelling—Graded Spelling Book for City Schools, Book VI.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, Second Book.
Language—Guide Book to English, Book II (Gilbert and Harris).
History, Hygiene, Picture Study, Bible, Drawing, and Nature Study.
Writing—Palmer System.
Cooking and Sewing.
Woodworking.

Second Semester.

Reading—Riverside Reader, Book VI; supplementary work.
Spelling—Graded Spelling Book for City Schools, Book VI.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, Second Book.
Language—Guide Book to English, Book II (Gilbert and Harris).
History, Hygiene, Picture Study, Bible, Drawing, and Nature Study.
Writing—Palmer System.
Cooking and Sewing.
Woodworking.

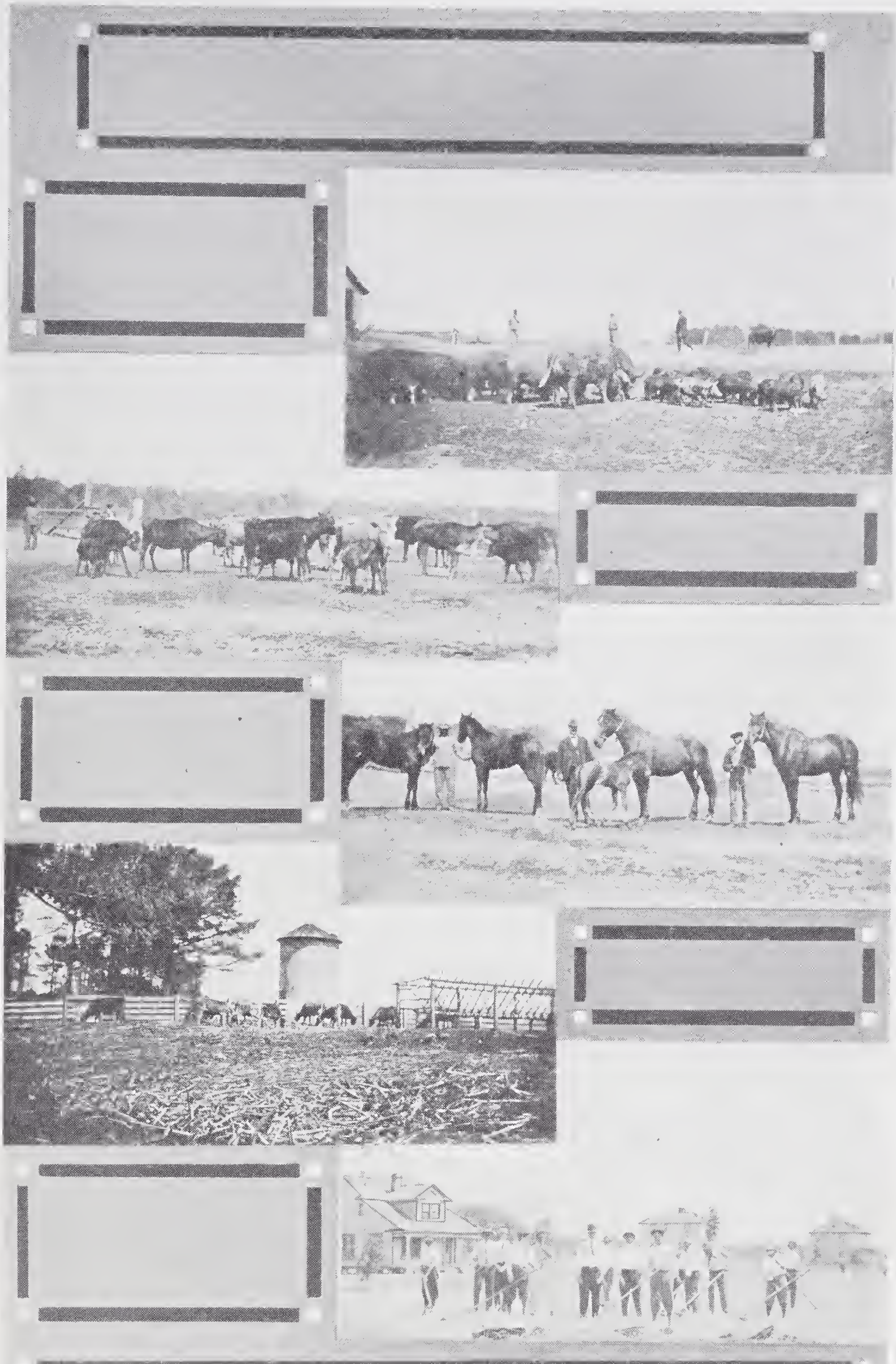
High School Course

SEVENTH YEAR.

English—Reading and Literature (3); Grammar and Composition (2); Spelling (1); Writing (1).
Arithmetic (5).
United States History (3).
Commercial Geography (3).
Agriculture (2).
Physiology (2).
One of the following elective groups:
For Boys—(a) *Agricultural—Field* (4) *and Laboratory Practice* (1); *Farm Mechanics* (4); *Mechanical Drawing* (1).
For Girls—(b) *Home Economics—Sewing* (4); *Cooking and Household Practice* (3); *Drawing and Design* (1).
Agricultural—Field and Laboratory Practice (2).

EIGHTH YEAR.

English—Reading and Literature (3); Composition and Grammar (2); Spelling (1); Writing (1).
Arithmetic (5).
United States History and Civics (5)—½ year.



FARMS AND GARDEN INDUSTRIES

Biblical History (5)—½ year.

Physical Science (3).

Agriculture (2).

One of the following elective groups:

For Boys—(a) *Agricultural—Field and Laboratory Practice* (5); *Farm Mechanics* (4); *Mechanical Drawing* (1).

For Girls—(b) *Home Economics—Sewing* (4); *Cooking and Household Practice* (3); *Drawing and Design*, and *Home Mechanics* (1).

Agriculture—Field and Laboratory Practice (2).

NINTH YEAR.

English—Literature, Grammar and Composition (5).

Algebra (5).

Agricultural Botany (3).

Elementary Chemistry (2).

One of the following elective groups:

For Boys—(a) *Agricultural—Agriculture* (2); *Field* (6), and *Laboratory* (2); *Exercises and Practice; Mechanics* (2). (b) *Mechanical—Shop Work* (9); *Mechanical Drawing* (1); *Agriculture* (2).

For Girls—(c) *Home Economics—Dressmaking* (4); *Cooking and Food Study* (4); *Housekeeping; Sanitation; Laundry Work* (1); *Drawing and Design* (1); and *Agricultural—Field and Laboratory Exercises and Practice* (2):

NOTE.—Pupils who are preparing for college may elect Latin in Grades 9 to 12, inclusive.

TENTH YEAR.

English (4).

Algebra—½ year.

Secondary Arithmetic (5)—½ year.

Ancient History—½ year.

Biblical History (5)—½ year.

One of the following elective groups:

For Boys—(a) *Agricultural—Agriculture* (2); *Chemistry* (2); *Field* (4); *Laboratory Exercises and Practice* (2); *Mechanics* (2). (b) *Mechanical—Specialized Shop Practice* (9), and *Mechanical Drawing* (1). *Agricultural—Field and Laboratory Practice* (2).

For Girls—(c) *Home Economics—Household Art and Millinery* (4); *Hygiene* (2); *Cooking and Dietetics* (3); *Home Management: Plans, Marketing and Accounting* (1); *Drawing and Design* (1), and *Agricultural: Field and Laboratory Practice; Horticulture and Poultry Raising* (1).

ELEVENTH YEAR.

Geometry (5).

Mediaeval and Modern History (5).

One of the following elective groups:

For Boys—(a) *Agricultural—Farm Management* (5); *Remunerated Supervision* or *Specialized Practice in Agriculture* (15). (b) *Mechanical—Physics* (4); *Remunerated Supervision* or *Specialized Practice in Mechanics* (15).

For Girls—(c) *Home Economics—Child Study* (4); *Home Nursing* (1); *Remunerated Supervision* or *Specialized Practice in Home Economics* (15).

TWELFTH YEAR.

English (5).

Economics (5).

United States History and Civics (5).

One of the following elective groups:

For Boys—(a) *Agricultural—Remunerated Supervision* or *Specialized Practice in Agriculture* (15); or (b) *Mechanical—Remunerated Supervision or Specialized Shop Practice in Mechanics* (15).

For Girls—(c) *Home Economics—Remunerated Supervision* or *Specialized Practice in Household Economics* (15).

Rhetorical Work

Original compositions, declamations, recitations and papers on current events are required Friday as class rhetoricals. Every student above the sixth grade is required to appear once during the year in public rhetoricals. Composition work in connection with the grammar is also taught in the various grades.

Vocal Music

The text-book used in music is the National Course, by Mason. We begin with the melody songs by note, draw the staff, learn the names of the lines and spaces by number, and sing by number easy intervals. This is continued in the third grade, where the names of lines and spaces by the letter and eye are learned. Singing by syllables easy intervals in key of "C." Also melodies in the key of "C." Learning names of common technical syllables. Different note values and time values. Beating 4-4, 3-4, and 2-4 time. This work is reviewed briefly in the fourth grade and fifth grade. Singing one-part melodies in the keys of "C," "F," and "G." (Second reader to page 50.) The work thus far is reviewed in the sixth and seventh grades, and more advanced work is taken up. The chromatic scales are learned, and melodies in the three keys are taken up.

Beyond the seventh grade the third book is taken up and more difficult music learned.

Our idea is to give students a rudimentary knowledge of music,, so that they may be helpful and useful in the communities where they may live.

Great emphasis is placed on thoroughness of all subjects taught in these grades. We aim at Quality, rather than Quantity. Those who complete the course in a satisfactory manner will be admitted to the High School Department. Students who have completed in other schools a course of study equivalent to the above, and who bring letters of satisfactory recommendation, will also be admitted to the High School Department.

Teacher Training Course

This is a two-year Course for graduates of high schools who are looking forward to technical teacher training.

Imparting information of intellectual, moral and physical phenomena to others effectively is an art. The object of this course is to perfect this art. Children are the exponents of their teachers, and it is important that teachers not only get the knowledge themselves, but they must learn the art of imparting this knowledge to others so that it dominates their life, thought and character for the highest good of the community. There is no higher calling than the profession of teaching.

If you are thinking of entering this profession the Brick School can help you.

Courses marked I, to be elected by prospective elementary grade teachers.

Courses marked II, to be elected by prospective teachers of household arts or supervisors of same.

Courses marked III, to be elected by prospective teachers of industrial art or supervisors of same.

Unmarked course prescribed for all students.

FIRST YEAR.

English	(3)	English	(3)
(Narration and description.)		(Narration and description.)	
Biology	(3)	Biology	(3)
(General Biology, especially in its physiological aspects.)			
Principles of Teaching	(3)	Principles of Teaching	(3)
(Thorndike.)		(Thorndike.)	
I Elementary School Subjects	(3)	Elementary School Subjects	(3)

(Reviews, or, if necessary, new methods of attack upon certain subjects of the curriculum; notably, arithmetic, geography, and an initial attempt to sense necessary material and treatment of teaching English literature and language; the use of phonetics in the elementary school; nature study and school games, the latter presumably new subjects; observation of the teaching of all subjects.)

OR

II. Household Arts	(3)	Household Arts	(3)
Technology of cooking	1	Technology of cooking	1
Elementary food preparation	2	Elementary food preparation	2
Nutrition	1	Nutrition	1
Elementary dressmaking	2	Elementary dressmaking	2

NOTE.—Number of units credit; also number of hours per week in all cases except subdivisions of Household and Industrial Arts, which should have the number of hours stated in connection with each.

BEARD HALL

STOREHOUSE

OR

III. Industrial Arts	(3)	Industrial Arts	(3)
Technology of woodwork	1	Technology of woodwork	1
Elementary shop work	2	Elementary shop work	2

(Designed to give such training in the technical processes of elementary woodworking as is necessary for those preparing to become teachers of woodworking in elementary schools or to enter the woodworking trades.)

Soils and tillage	1	Soils and tillage	2
Field crops	2	Field crops	2
Hygiene	(1)	Hygiene	(1)
(Personal and public, with especial reference to urban and rural conditions.)		(With especial reference to schools.)	
Music	(1)	Music	(1)

(Teaching of rote songs, singing games, motion songs, development of rhythm, training of voice, eye and ear training, methods to use in teaching music reading; part singing; written dictation; securing proper material; planning work; illustrations and observations.)

Vegetable and Home Gardening	(1)	Vegetable and Home Gardening	(1)

(Planning, planting, cultivating, controlling of insect enemies and plant diseases; methods of propagation; best varieties for certain seasons; fall and winter gardens; cold frames and hot beds; floral planting around school and home; the window box; plants suited to indoors; bulb culture; varieties suited to seasons; alternation necessary to secure constant bloom.)

SECOND YEAR.

English	(3)	English	(3)

(History of English literature, taught by reading of illustrative material—from Beowulf onward.)

History	(3)	History	(3)
(History of Western Europe.)		(History of Western Europe.)	
I. Child Study	(3)	Child Study	(3)
(Kirkpatrick.)		(Kirkpatrick.)	

OR

II and III. Chemistry		Chemistry	(3)

(Organic and household chemistry and chemistry with reference to agriculture and the industries.)

I. Methods of Teaching in the Elementary School	(3)	Methods of Teaching in the Elementary School	(3)

(The teaching of arithmetic, English literature and language, history, cooking and sewing, handiwork for primary grades, picture study, geography, spelling, nature study.)

OR

II. Household Arts	(3)	Household Arts	(3)
Experimental cookery	2	Experimental cookery	2
Home and table service	1	Home and table service	1
Millinery and dressmaking	2	Millinery and dressmaking	2
House structure and furnishing.	1	House structure and furnishing.	1

OR

III. Industrial Arts	(3)	Industrial Arts	(3)
Practical gardening	2	Practical gardening	2
Trees and shrubs	½	Bird and insect life, with reference to economic relations	½
Domestic animals	1	Domestic animals	1
Advanced shop work	2	Advanced shop work	2
Elementary Education	(2)	Elementary Education	(2)

(During such portion of the first half year as is advisable, students in all courses will meet together to discuss the general principles of teaching in the elementary school; such as the responsibility of the teacher outside of instruction; teaching children to study; lesson plans; class and individual instruction; economy of time; quantity and quality of work to be accomplished; place of the teacher in the rural schools; and possible community activity.

It will then be divided into three sections. Section I for those who are to teach elementary grades; Section II for those who are to teach the household arts, and Section III for those who are to teach the industrial arts.

Section I: Method of treating a country schoolhouse, its grounds, and its interior; program making; story telling in the primary grades, with adaptations and material suitable for older children; development of rural school library; grading and classification; overcoming special difficulties in attendance; differentiation of courses and methods for upper elementary grades; making and utilization of material for devices, illustration, and similar problems.

Section II: Necessary steps in introducing cooking and sewing in elementary grades; study of the environment; selection and following out of a course of study, adapting it to the agricultural interests and financial status of the community; correlation with other subjects; need of acquaintance with homes, necessary equipment; selection of text-books; familiarity with reference books and with such sources of free material as State and Government publications, etc., possibilities of inspiration, relations with teachers of the elementary grades; possibilities with limited equipment in school rooms or nearby kitchen; utilization of lunch period for lessons; possibilities of cooking one or two dishes for the school lunch; work with mother's or young women's classes, involving fundamental principles of human nutrition and their application; the energy value of food; the chemistry and physiology of digestion; the nutritive properties of food; the making of dietaries; adapting diet to disorders of nutrition; legislation designed to regulate food values. Sewing possible in rural schools; necessary equipment; hand sewing; the making of such garments as circumstances permit; individual needs, especially mending, patching, and emphasizing proper standards of clothing; supervision of girls' industries, and similar problems.

Section III: The initial steps in the way of studying the community, selecting and carrying out a course of study, etc., are rather similar to those fundamentally involved in Section II. After that, the place of the industrial arts in elementary schools; the extent to which development and skill should be expected; relation to other elementary school subjects; methods of study and presentation; use of the environment, of pictures, and of books in the study; amount, kind and cost of equipment needed; transition from industrial arts to vocational industrial studies in the upper grammar grades; the coöperation of the school and the farm; practical possibilities of influencing community by individual supervision of crop rotation and diversification; local contests and coöperation in farming; the social aspect and economics of agriculture.)

Practice Teaching .... (3) Practice Teaching .... (3)

(One-half a school day for ten weeks, to be done at such time as can be arranged; work of the whole class to be spread as equally as possible over the school year.)

Music .... (1) Music .... (1)

(One lesson weekly, continuing the technical work of the first year, and giving copious practice in the selection and use of material suited to elementary grade work; simple church music and chorus work for adult and young people, the latter with view to community needs.)

Buildings

Elma Hall. This will be known as our administration or class-room building. It has recently been reconstructed at a cost of $20,000. The building is one of the best in the State. It is three stories high and has nineteen rooms. In it will be located all the class rooms for Agriculture, Academic and Domestic Arts. The school library, postoffice, and executive offices of the school are also located in this building. This building and Ingraham Chapel are both heated by steam, with the steam plant located in the basement of Ingraham Chapel. The building is of solid brick construction with graystone trimmings and covered with asbestos shingles.

Brewster Hall. This hall is three stories high. It has thirty-six sleeping rooms, two bath rooms with three bath tubs and lavoratories, a study room, and two linen rooms. The building is heated with hot air and furnished with hot and cold water. The rooms are large and airy; ventilation and drainage good. The hall is also provided against fire.

Beard Hall. This is a dormitory for boys. It is very similar to Brewster Hall, though larger. It is a three-story building, built of brick and stone, with granite trimmings. In the entire buiding there are fifty rooms—forty-one sleeping rooms, bath room and linen closets.

Manual Training Shop. This building stands near Elma Hall, just north of Ingraham Chapel. It has four large rooms, two on the first floor for forging and machinery work, two on the second floor for woodwork and mechanical drawing. It is our aim to have this department well furnished with tools and machinery for the work which has to be done in the shop. All this is in keeping with the high purpose of the school to make our young people more efficient in their work.

Domestic Science Hall. This hall is a two-story structure for the boarding and domestic science department of the school. On the first floor are the dining-room, two kitchens and dish room. One of the kitchens is for general use and the other kitchen for class and demonstration work. The second floor is

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Note.—We wish to call your attention to the cuts throughout this catalogue, illustrating the various buildings, Clubs, Classes and Farm Stock.

provided with rooms for several teachers and about sixteen girls. It is also provided with bath rooms and private dining room.

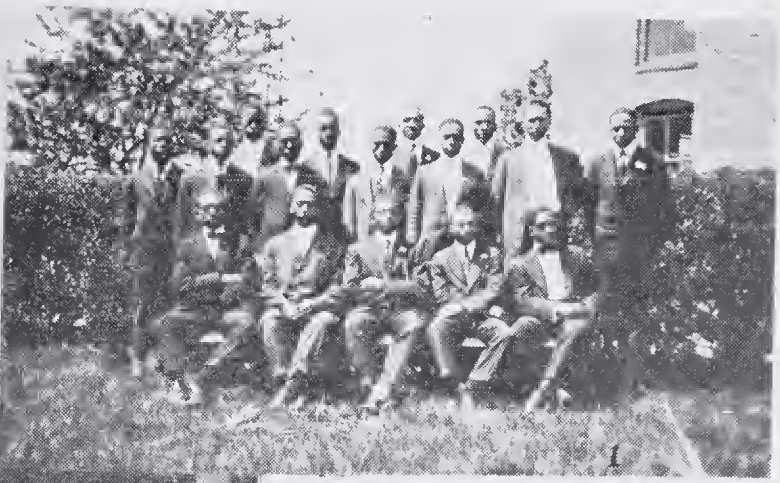
BENEDICT HALL. This hall sands across the campus, opposite Beard Hall, and is very similar to Beard Hall in construction. There are three entrances from the outside. It has two stairways extending from the first floor to the attic. It is the girls' dormitory and is provided with bath rooms, sitting rooms, linen rooms, and a number of the lady teachers live in this hall.

STEAM LAUNDRY. This building stands near the girls' dormitory and the Domestic Science Hall. Here all the washing of the school is done. It is provided with stationary tubs, a steam engine and boiler, two steam washers, an extractor, a mangle, and other necessities for an up-to-date laundry.

INGRAHAM CHAPEL. This hall is situated between Elma Hall and the Manual Training Shop. It is a beautiful building with a seating capacity of about a thousand people. It has a large auditorium, a balcony, and five rooms separated by rolling partitions. These rooms can be opened and thrown into the main auditorium. It is heated with steam.

TEACHERS' HOMES Fronting the school chapel and in line with Beard Hall and Brewster Hall are located the homes of the teachers. These cottages, four in number and one in process of construction, are built at a cost of twelve or fifteen hundred dollars each. They all front the main street leading from the public road to the school campus. Each is provided with a large yard and a space of several hundred feet square for gardens. Trees and shrubbery have been planted and the yards properly graded and drained. We hope soon to have a cement walk leading from these cottages to the school buildings.

North of the campus are located the cottage of the Farm Manager, the School Dairy, the Store House for farm tools and machinery, the Corn Crib and School Barn. The school has eleven head of farm mules and six horses, thirty head of cattle and thirty head of hogs. These constitute a vital part of the farm equipment. The farm itself is composed of 1,129½ acres of land. There are eight tenant cottages on the farm, with a family in each one. There were grown on the entire farm last year one hundred bales of cotton, four thousand bushels of peanuts, corn and all sorts of vegetables. The farm and garden departments are not conducted as experiments, but as matters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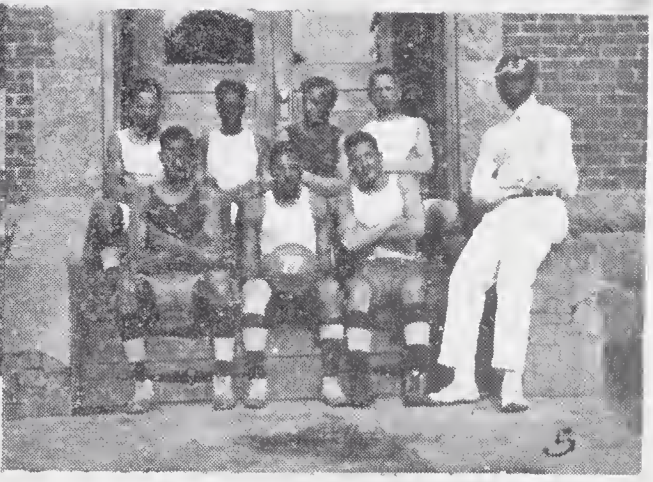
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Y. M. C. A. FEATURES

of school utility. They afford most practical lessons in farm and garden management. At the same time they give poor students an opportunity to meet their board account.

Agriculture

SEVENTH YEAR.

The Affairs of Agriculture (Follow topics in Mann, Beginning in Agriculture, Pr.).—Agronomy; study of the major field crops of the South; corn, the small grains, cotton (Duggar, Agriculture for Southern Schools, secs 22-25). The plant and its growth (Duggar, secs. 1-8); the soil and its cultivation (Duggar, secs. 9-14); animal industry; study of horses and cattle (Duggar, secs. 51-54); fertilization and fertilizers (Duggar, secs. 15-20); review of major field crops, with reference to spring cultivation; laboratory and field exercises. Follow exercises in the text-book, supplemented from the following: Crosby, Plant Production; Davis, Rural School Agriculture; Jackson and Dougherty, Agriculture Through the Laboratory and School Garden, and Bulletins of the Experiment Stations of the respective States. Keep laboratory and field work in closest relation with the necessary work of the school farm.

Three 30-minute recitations per week; five 45-minute laboratory and field exercises per week throughout school year.

EIGHTH YEAR.

Agronomy.—Rotation of crops (Duggar, sec. 21). The minor field crops of the South, the legumes and forage crops (Duggar, secs. 26-30). Forestry (Duggar, secs. 35-36). Animal industry; sheep and swine (Duggar, secs. 55-56). Feeding and rations (Duggar, secs. 59-60). Dairying (Duggar, secs. 61-62). Poultry raising (Duggar, secs. 57-58). Horticulture; vegetables and fruit raising (Duggar, secs. 32 and 37). Review of field crops from standpoint of spring cultivation. Diseases of plants (Duggar, secs. 38-43). Insects (Duggar, secs. 44-50). The flower garden and home grounds (Duggar, secs. 32-34).

Laboratory and field exercises. (See directions under Seventh Year.)

Two 30-minute recitation periods per week; five 45-minute laboratory and field exercises per week throughout school year.

NINTH YEAR.

General Agriculture as an art with an economic motive. The possible improvement of plants and animals with reference to the usefulness and value of their products.

Agronomy.—How the plant lives and propagates itself. Processes whereby materials are taken from the soil and air and transformed into food and other valuable products. Dependence of animal life on plants.

Methods of Propagation.—Propagation of field crops. Seeds; selecting and testing. Handling and buying seed.

The Soil.—Origin and composition; water, drainage and irrigation. Soil; air; humus; bacteria.

Fertility and Fertilizers.—Loss and restoration of plant food in soil. Chemical elements, their natural occurrence in soils, and natural and artificial supply and means of restoration. Complete fertilizers, determining, purchasing, and mixing. Manure and green manna.

Intensive Study of Three Major Field Crops, e, g., corn, cotton, and potatoes, or one grain or the grasses. History, value, climate limitations, culture, harvesting and use of product.

Animal Industry.—Farm animals and their products; effect on farm methods and human labor.

Horses: Types and breeds; care and training.

Cattle: Types and breeds; the herd. Cattle products, beef and milk; handling and use of milk.

Text.—Warren, Elements of Agriculture with collateral reading (see references after each chapter). The topics are to be redistributed to correlate and synchronize with different phases of necessary farm work.

Laboratory and Field Exercises.—Follow the order and time of practical farm activities, using exercises and problems book and supplementing from other authorities. At least one-half of the time will be given to practicums, developing judgment and skill.

Four 40-minute recitation periods per week; eight 45-minute laboratory and field exercises per week throughout school year.

TENTH YEAR.

General Preliminary Considerations.—The farm as the unit in agriculture. Relative value and importance of its various products.

Agronomy.—Systems of cropping, rotation and diversification; cover crops and green manures.

Horticulture.—Intensive study of the garden and orchard. Plant propagation with reference to horticulture. Setting trees, tillage and culture. The farm and home garden; significance of birds and insects, enemies of plants. Spraying and other methods of combating this.

Forestry.—Significance and method; wood as a farm crop. The ornamental garden; minor field crops.

Animal Industry.—Feeds and feeding; food elements and materials; digestibility of feeding; standards; balanced rations.

Swine, sheep and poultry. Types and breed; care and products.

Dairying continued.

Field and Laboratory Exercises.—(See directions under Ninth Year.)

Text.—Warren, Principles of Agriculture, with collateral reading.

ELEVENTH YEAR.

Farm Management.—Farming as a source of income. Opportunities and character of farming in various sections.

The selection and purchase of a farm. Titles and legal considerations. Tenures.

Planning a farm; location of fields, roads, buildings, etc.

Systems of cropping; specialized production.

Equipment: Proportion of capital to be invested in various departments; essentials and non-essentials.

Labor and its management.

Marketing.

Records and accounts; farm bookkeeping; inventories.

Coöperation and community factors in success.

Teacher's Text.—Warren and Livermore, Laboratory Exercises in Farm Management.

Five 45-minute recitations or exercises per week throughout school year.

ELEVENTH AND TWELFTH YEARS.

Remunerated Work of a Supervisory of Responsible Character.—In connection with the necessary work of the institution, academic credit for one unit will be given for work in any of the following or similar lines on conditions defined in the Manual: Charge of one or more field crops, garden, or orchard, or school grounds, or stock, or poultry; dairy work; care of fences, roads, bridges; work as assistant in laboratory and field; teaching agriculture in lower grades; independent farming on small scale.

Equivalent of fifteen 45-minute periods.

Biblical History

EIGHTH YEAR.

Biblical History Taught Biographically.—The course will cover the chief characters of the Old and New Testaments and the life of Christ.

Text-Books.—Leaders of Israel, Parts I and II; Leaders of the New Testament, Parts I and II, in Pilgram Graded Lessons; Intermediate Series (Pilgrim Press, Boston); and Gates, Life of Christ.

Two 30-minute periods per week throughout school year.

TENTH YEAR.

The intensive study of Hebrew History, especially from the fifth to the twelfth centuries, will come in its chronological order, after the study of the ancient world is begun. It will be pursued with the same accuracy and definiteness as the study of the other nations, the immediate aim being intelligence. The spiritual message will be most emphatic if the facts are clearly presented and allowed to speak for themselves.

Text-Book.—Kent, Historical Bible, Founders and Leaders of Israel, and Kings and Prophets of the United Kingdom.

Five 45-minute periods per week—one-half year.

Chemistry

NINTH YEAR.

The principal elements and their compounds, with reference to their importance in agriculture and the home-making arts; chemical terms and formulas.

During the second half-year, the course will divide into an elementary treatment of the chemistry of soils and fertilizers, and an introductory view of plant life *for boys*, and of chemistry as involved in the household processes *for girls*, including such topics as combustion; water, cleaning, bleaching; acids, bases, and salts; cooking; food constituents and adulterations; plant life; digestion; lighting, heating and plumbing.

Text-Books.—Snyder, Chemistry of Plant and Animal Life (pp. 1-154); Dodd, Chemistry to the Household.

Two 45-minute periods per week throughout school year.

TENTH YEAR.

Agricultural Chemistry.—Constituents of plant life; chemistry of growth; composition of fodder, cereals, roots, tubers, and fruits; chemistry of fermentation and digestion, applications, and nutrition and feeding of animals and man.

Text-Book.—Snyder, Chemistry of Plant and Animal Life (pp. 154-398).

Two 45-minute periods per week throughout school year.

Cooking and Household Practice

SEVENTH YEAR.

Equipment and care of the kitchen, sink, garbage, closets, tables; study of various kinds of stoves and ranges; the comparative value of fuels; weights and measures; cereals, potatoes, fresh and dried fruits, eggs, milk, quick breads, flour pastes (Williams and Fisher, chs, i-iv); vegetables (pp. 235-248); beverages (pp. 308-314); simple meat dishes (pp. 144-192); simple desserts (pp. 263-276). Planning, cooking, and serving a simple breakfast.

Three 45-minute periods per week.

EIGHTH YEAR.

Cooking.—Care of table linen and dishes; laying table for different meals; waiting, clearing table and washing dishes; temperature and time of cooking; providing materials for meals, calculating cost, preparing menus. General principles involved and the making of yeast bread, white and brown; rolls, muffins, coffee, spice, and raisin bread; soup making, with and without meats; purees from beans, peas, and other vegetables, with and without meat; stews, hashes, and minces; simple meat dishes, simple desserts; chicken, cleaning and cooking in various ways; bacon, boiled and fried; beverages; cooking for infants; desirable and undesirable food for infants; the comparative values of mother's milk and cow's milk; modified, pasteurized and sterilized milk; care and choice of bottles; dangers from milk. Planning and serving simple lunches and dinners.

Housekeeping.—Care of the house and its furnishings; practical work in cleaning floors, windows, woodwork; care of bedrooms, dining room and living rooms, bathroom and kitchen; care of silver and other metals; renovation of household furnishings.

Three 45-minute periods per week.

Text.—Williams and Fisher, Elements of the Theory and Practice of Cookery.

References.—Wilson, Handbook of Domestic Science and the Household Arts; the Profession of Home-making; Holt, Care and Feeding of the Child.

NINTH YEAR.

Cooking.—Study of food combinations; different applications of heat to foodstuffs; cooking and typical foods, representing proteids, fats and carbohydrates; preservation of food by sterilization; other methods of preservation. wholesome and unwholesome; canning fruits and vegetables of the season; serving, continued; adaptability of different materials; breads, cakes, vegetables, sauces, croquettes; utilizing left-overs; principles and methods of freezing ices and ice creams. Planning and serving a simple dinner.

Food Study.—Nutrition, digestibility, cost, place in diet; chemical changes in cooking; sources and preparation of various articles of food found in the markets. Animal foods, meat, fish; animal products, milk, butter, cheese, eggs; vegetable foods, roots, tubers, green vegetables, fruits, nuts, legumes, cereals. Qualitative tests as to food constituents; composition, cost, and nutritive value. Processes of manufacturing cereals, flours, sugars, cheese, spices, tea, coffee, cocoa. Methods of preparation of foods for commercial purposes, drying, salting, smoking, use of antiseptics and preservatives, refrigeration.

Five 45-minute periods per week.

Laundry Work.—Water, kinds, treatment of hard water; soaps, alaklis; blueing; starches; bleaching agents, preparation, use, explanation and demonstration; sorting clothes; removal of stains; preservation of color in fabrics; irons; laundry utensils, including machinery; practical work in washing, ironing and folding bed, table and body linen; flannels; cotton materials, lingerie and tailored shirtwaists; neckwear; dresses, renovating, cleaning and pressing cloth suits, silk waists, ribbons, laces.

Two 45-minute periods per week.

TENTH YEAR.

Cooking.—The use of sugar as a preservative; selection and preparation of fruits and jars for jelly and jam; making jelly and jam according to season; pastry; pies and tarts; salads, meats, fish, vegetables, fruits, desserts, cakes, cookies. Practice in preparing and serving meal combinations, within a given time, for a prescribed number of people, at a certain cost. Serving, continued; cookery for children and invalids, refreshing drinks, liquids, soft solids, arranging tray; combinations of food for diseases requiring dietetic treatment.

Dietetic Review of food constituents and their functions and application in nutrition; physiology of digestion; experiments in salivary, pancreatic and gastric digestion; assimilation of the digested products; excretion of waste products; study of dietary standards; dietaries; selection of food for persons of various ages and occupations; computation of dietaries of equal nutritive value, but at widely varying prices, for individuals or groups.

Three 45-minute periods per week.

Home Management.—Site, plans and structure; building materials; sanitary standards; inspection of illustrative buildings when possible; house furnishing, heating, plumbing, ventilation, lighting, water upply, disposal of waste (Hough and Sedgewick, Elements of Hygiene and Sanitation, chs. xxix-xxx). House decoration; purpose of decoration; floors and walls, treatment; color; coverings, adaptation to size; lighting and means. Furniture, kind suited to home and means; styles; amount necessary and useful. Curtains, draperies, considering locality and seasonal variations. Ornaments and pictures, general principles which should govern their distribution, with special reference to local use and abuse of these principles (Daniels, Furnishing a Modest Home). House cleaning; elimination of household pests (Wilson). Household and personal accounts (Haskins, How to Keep Household Accounts). Marketing; theoretical instruction; visits to markets when possible to see demonstrations in meat-cutting, judging of fish and poultry, vegetables; dry groceries, instructions in purchasing, wholesale and retail. Each student should be provided with a note book wherein all the enumerated steps are taken theoretically, with the help of catalogues, from drawing the plans to entirely furnishing and decorating a home, within a given cost.

Two 45-minute periods per week.

BREWSTER HALL

INCRAHAM CHAPEL

ELEVENTH YEAR.

Cooking.—Responsibility under supervision both for planning, management and practice, involving a review of the first two years' work; practice in cooking and serving meals; cooking in large quantities; selling the product; may be offered in the following lines as the facilities of the school permit:

Institutional Cooking.—Work as matron's assistants, planning, cooking and serving for large numbers in school boarding departments or noon lunch rooms.

Dormitory or laundry supervision.

Group housekeeping, in model homes.

Laboratory assistants, with practice in teaching Domestic Science.

Fifteen 45-minute periods per week.

Home Nursing.—Sick rooms and furnishings; ventilation; simple ailments; symptoms of disease; care of the patient, adults, children, infants; making and changing bed; lifting and handling patient; baths and bathing; giving of medicine; purgatives, enemas, douches, poultices, fermentations; precautions and preventions; contagious diseases; poisons and antidotes; foreign bodies in eye, ear, nose and throat; disinfectants; emergencies.

One 45-minute period per week.

TWELFTH YEAR.

Cooking.—Work of the preceding year continued; arranging daily bill of fare throughout the year, six persons of various occupations at a prescribed cost. Banquet to director of department and other guests.

Drawing and Design

SEVENTH YEAR.

Study of plant, flower and print forms, rendering in outline and mass with pencil and ink-wash. Study of values. Still-life drawing.

Decorative composition from natural forms and objects.

Constructive drawing; instruments and conventions; geometric problems; working plans; a simple alphabet.

Design; exercises in balance, rhythm and harmony, with given spaces, units and arrangements, allowing slight modification by the pupil.

Applied design; use of decorative compositions, alphabet, etc., in making note book covers or posters.

One 45-minute period per week throughout the school year.

EIGHTH YEAR.

Continue the study of natural form and still-life and decorative composition. Use of water colors and crayon.

Constructive drawing; making working drawings of simple objects.

Designs; exercises in balance, rhythm and harmony. Development of harmonious color schemes from nature. Study and modification of plans for furniture and cabinet work.

Applied design. Surface decoration in color of objects designed.

One 45-minute period throughout school year.

NINTH YEAR.

Continue study of natural forms and still-life, and decorative composition. Add landscape and animal studies.

Constructive drawing; continue making plans, sections. Study of architects' drawings of water, heating and sewerage systems of a modern house.

Design; exercise in balance, rhythm and harmony continued.

Applied design; embroidery and decorative needlework patterns.

One 45-minute period throughout school year.

TENTH YEAR.

Continue picture and decorative renderings; all mediums.

Continue constructive drawing; planning and working drawings of simple house.

Design; furniture and architectural details; surface patterns as involved in carpets and wall papers.

One 45-minute period throughout school year..

References.—Art Education Course (Prang Education Co., 3-book series), Advanced Book, Art Education Course for High School (Prang Educational Co.). Applied Arts, Drawing Books VII and VIII (Atkinson, Mantzner and Grover).

Mechanics

SEVENTH YEAR.

Woodworking.—Use and care of hand tools. Fundamental processes taught by progressive exercises.

Making wooden parts of farm tools and implements, racks and receptacles for produce, stakes and markers for experimental plots, racks and apparatus for agricultural laboratory, simple objects of domestic use of house furnishing.

Three 45-minute periods per week throughout school year.

Ironworking.—Use and care of blacksmith's tools and shop. Drilling and bending. Use of dies, punches, screw plates and taps. Forge practice; progressive exercises. Sharpening tools.

Making and repairing iron parts of farm tools and implements, hinges and fastenings for barn doors and gates.

Two 45-minute periods per week throughout school year.

EIGHTH YEAR.

Woodworking.—Construction of gates, doors, fences, bridges, poultry houses and other small farm buildings and accessories; study of structural principles and approved models, repair of implements and vehicles.

Two 45-minute periods per week throughout school year.

Bricklaying and Concrete Work.—Simple piers and foundations; use of concrete in farm construction.

Ironworking.—Forge practice continued; ironing and repairing wheelbarrows and carts; theory of horseshoeing, with observation; cutting and fitting water pipes and fixtures.

Harness Repairing.—Simple tools and processes.

Three 45-minute periods per week throughout school year, divided between ironworking, bricklaying and concrete work and harness repairs.

NINTH YEAR.

Agricultural Group.

Carpentry.—Construction of farm buildings; framing and details for simple work; study of plans.

Three 45-minute periods per week throughout school year.

TENTH YEAR.

Agricultural Group.

Machine Study.—Care and operation, taking down and assembling farm machinery, power machinery; study of steam and gasoline engines; adjustment of pulleys, belts, shafting, etc.

Water, drainage, and sewerage; disposal system for rural conditions.

NINTH YEAR.

Mechanical Group.

Carpentry and Bricklaying.—Construction of farm houses and buildings; cutting and framing; roof construction; framing of rafters and gutters; setting door and window frames; weatherboarding; shingling; laying floors; ceiling and wainscoting. Foundations, flues, and chimneys.

Blacksmithing and Wheelwrighting.—Making wood and iron parts of machines and vehicles from drawings and patterns; repairing and assembling; wheel repairs and tire-setting; horseshoeing.

Machine Study and Farm Engineering.—Care and adjustment of pumps and water-heating systems. Taking down and assembling, care and operation of farm machinery. Sawmill work. Drainage systems and disposal of sewage.

Nine 45-minute periods per week throughout school year.

TENTH YEAR.

Mechanical Group.

Carpentry.—Interior details and finish; stairways; porches, laying finish floors; fitting and hanging windows and doors; putting in hardware, wood finishes, cabinet work and built-in furniture.

Blacksmithing and Wheelwrighting.—Continue making parts and repairs; building wheelbarrows, carts and light wagons; painting and finishing.

Machine Study and Farm Engineering.—Power as applied to farm machinery and processes. Study and operation of steam and gasoline engines. Installation of machinery and adjustment of pulleys, belts and shafting.

Twelve 45-minute periods per week throughout school year.

Mechanical Drawing

SEVENTH YEAR.

Use of drawing board, T-square and triangle. Drawing lines and simple constructions. Principles of working drawings; conventions. Free-hand working drawings from objects. Making working drawings of shop projects to scale. Two views. A simple alphabet.

EIGHTH YEAR.

Making working drawings of shop projects throughout the year. Simple joints and structural details. Design; individual modification of model plans within limits set by instructor. Principles of simplicity; structural sincerity; proportion and refinement of line.

Geometric problems; constructive drawing based on mensuration; problems in arithmetic.

NINTH YEAR.

Theory of orthographic projection; exercises, sections and intersections of solids.

The pupil will elect further work in harmony with his mechanical specialization, as follows:

Carpentry.—Architectural drawing; free-hand and mechanical perspective. Design and working drawings for simple buildings.

Blacksmithing, Wheelwrighting, and Machine Study.—Development of surfaces. Drawing patterns and machine parts.

TENTH YEAR.

Carpentry.—Design, working plans, specifications and details for simple rural home and farm buildings. Estimates, contracts, and building laws.

Blacksmithing and Wheelwrighting.—Continue pattern drawing. Complete working plans and details for simple vehicles.

Machine Study and Farm Engineering. —Continue drawing of machine and engine parts. Design and working drawings for rural water system and farm shop with power transmission. Plotting surveys, terrace and drainage systems.

Home Economics.

Household Mechanics.—Use of simple tools necessary in minor household repairs. Lessons in mending locks and latches; hanging doors; setting glass; mixing and applying paints; renewing pump faucet valves; furniture cleaning and refinishing; chair caning; upholstery; cobbling, with view to preventing the deterioration and waste of household material and making the family independent of the paid machanic in such matters.

ELEVENTH AND TWELFTH YEARS.

Competent students will be assigned to the industries which they have specialized for responsible suitable work, such as carpentry, cabinet making, repair of school furniture, shop supervision, care of water, heat, and plumbing, running engines and machinery; farm repairs; blacksmithing, etc.

Physical Science

EIGHTH YEAR.

The course consists of a series of concrete studies of applications of physical law, with very simple generalizations and a few calculations. To quicken curiosity, aid observation and analysis, and give experience in manipulation, is the object of the course, rather than to understand the formulas and mathematics of physics. It should be closely related to practical farm work and shop exercises. Nothing should be studied which cannot be examined locally in actual use (including a study of draft vehicles).

The pendulum, machines, the pulley, lever, wheel and axle, including plane, screw and wedge; efficiency vs. friction in vehicles, washing machine and food grinder; lathe and farm machine; the fountain, the hydraulic press; atmospheric pressure, suction and force pumps; water systems; heating, stove, furnace, hot water and steam; ventilating systems; steam and gas engines; spectacles and the camera; electric bells and the telephone.

Study of materials; characteristics of wood and iron.

Sewing

SECOND YEAR.

Cord and raffia work; knotting, braiding; chainwork; weaving over reed.

Sewing; canvas, with worsted. (Worsted, needles, thimbles.)

Two 20-minute periods per week.

THIRD YEAR.

Simple basketry; reed and raffia.

Sewing; canvas, with worsted. Elementary stitches (basting running stitch). (Ginghams; cotton, No. 40; needles, No. 7.)

One 30-minute period per week.

FOURTH YEAR.

Overhanding, hemming, gathering, sewing on buttons, patching, buttonhole stitch.

Workbag, apron, doll's clothes.

One 30-minute period per week.

FIFTH YEAR.

Buttonholes, mending, stocking darning, cutting and making undergarments (preferably children's, on account of the size). Rudimentary instruction in the use of the sewing machine, when it is advisable for the pupil.

One 60-minute period per week.

SIXTH YEAR.

Estimating quantity of material; sewing on buttons, hooks and eyes; mending, stocking darning; use of patterns; cutting and making neck-wear and undergarments (full size); instruction in the use of the sewing machine.

One 60-minute period per week.

SEVENTH YEAR.

Planning of material, color schemes and cost; care of clothing, brushes, hangers, drawers, closet; cutting and making under-garments and children's dresses; lengthening and repairing dresses; instruction in the use of sewing machine attachments.

Four 45-minute periods per week.

EIGHTH YEAR.

Cutting and making garments (by bought patterns); unlined cotton shirtwaists, children's dresses and undergarments; simple embroidery, white applied on white; fancy aprons; neck-wear; instruction in the use and choice of material, with reference to cost and needs; planning how to spend a prescribed sum most advantageously in buying a summer wardrobe for a girl of fifteen years.

Four 45-minute periods per week.

NINTH YEAR.

Selection and use of materials; cutting, basting, stitching underwear and plain shirtwaists, cotton skirts and dresses; making over dresses; hand and machine sewing; study of color and design; application of simple embroidery stitches to household and personal linen; planning how to spend a certain sum most advantageously in buying a winter wardrobe for a girl of sixteen years. Each student shall make for herself one set of underwear and one shirtwaist.

Four 45-minute periods per week.

TENTH YEAR.

Sewing and Dressmaking.—Choice of materials; cutting, hanging, facing, trimming skirts, with understanding of the principles involved in changing fashions and designs; making tailored and lingerie shirtwaists; cutting, fitting and trimming cotton dresses; talks on form, line and proportion, in relation to drafting and trimming; renovating materials; planning a wardrobe for a girl of sixteen years; study of color and design; application to household and personal use.

Each student shall make for herself a tailored skirt and a wash dress.

Millinery.—Talks on color, materials, and textiles; making buckram frames; wiring, binding, folds, facing, tucks, puffed edges, drapery, bows of all kinds, steaming and mirroring velvet; hemming and steaming crepe; making wire hats from measurements, bonnets; retrimming and making hats from old materials.

Four 45-minute periods per week.

ELEVENTH YEAR.

Sewing and Dressmaking.—Specialized sewing according to the demands of the school; dressmaking for teachers and pupils, etc., with practice in the teaching of sewing in the grades five or twelve; trade in dressmaking; study of fabrics; drafting skirts, waists, sleeves, etc., from measurement.

Each student shall make for herself a tailored suit of either linen or wool.

Millinery.—Talks on color, form and line; study of the manufacture of silk and other materials; toque and turban trimming; children's hats; retrimming and renovating materials; making mourning hats; draping veils; copying and designing.

Fifteen 45-minute periods per week.

Each student shall have the privilege of trimming hats to order, under supervision, one-half the remuneration to go to the student, the other to the school.

Reference.—Amy Reeve, Practical Home Millinery.

TWELFTH YEAR.

Specialized sewing of the eleventh grade continued. Work in dressmaking, involving drafting, cutting, fitting, pressing garments of all kinds; drafting coats of different styles, having various kinds of collars and pockets. Planning wardrobe for (a) child of four years; (b) child of ten years.

Each student shall make her graduation dress.

Fifteen 45-minute periods per week.

THE MODEL SCHOOL, our new Primary and Intermediate building, is located about 200 feet north of the Manual Training Building near the ball park.

It is a two-room school building with two cloakrooms and a library, built on North Carolina State plans. The first to the fifth grades report to school in this building. Ample playground is provided, each for boys and girls, with playground equipment consisting of three swings, a May pole swing, teeter board and horizontal bar. This equipment will be added to year by year.

In the rear of the building, a fourth of an acre is planted in Children's Gardens, each child having an individual plot. In connection with the garden, a concrete hotbed 6 by 12 has just been completed. Flowers and shrubbery, both rare specimens and the native wild flora and hedges, will adorn the lawn and grounds.

A large United States Flag floats from a twenty-foot pole in front of the building.

Altogether, this small plant promises to be a Model School for our boys and girls and to be an inspiration to the rural school of our community.

DOMESTIC SCIENCE HALL

STEAM LAUNDRY

Miscellaneous

Organization

Joseph Keasbey Brick Agricultural, Industrial and Normal School was organization in 1895 by the American Missionary Association.

Location

The school is situated on the east side of the Atlantic Coast Line, the principal railroad between New York and Florida. It is three miles south of Enfield, and twenty-two miles south of Weldon. From a geological point of view the location is full of interest. The soil is composed of alternate layers of sand, clay, and gravel. Below this we find marl in abundance. The section was doubtless washed by the waters of the Atlantic Ocean. Fossils of submarine animals may also be found. Huge boulders are left here and there to remind us that some powerful force has been at work. Vegetation is luxuriant. Almost every tree and plant in this zone may be found here.

Historically considered, no section of the State has more interest than the three counties, Edgecombe, Nash and Halifax, which join our school farm. It was the seat of the aristocracy of the State. The community is proud of its sires and their deeds.

The climate is mild, the water excellent, and all the surroundings are healthful and good. Fishing Creek, which is a navigable stream, affords an excellent opportunity to students and teachers alike who have time and taste for fishing. It winds around our farm for nearly two miles. Students who are seeking a quiet retreat for study can find no better location in the State than the Brick School.

Healthfulness

We attribute the good health of the place to the following causes: Good water, pine trees about us, cleanliness of the yards and buildings, and to the fact that no accumulations of dirt and

filth are allowed to collect in the ditches. The ditches are kept open and the swamps are kept cleared so that the sun can reach the earth.

Aim

The aim of the school is to teach young people to respect themselves and to respect others, to form true ideas and correct habits of life; to give them that mental discipline which, when combined with the industrial, will fit them to fill, with honor and proficiency, the practical and responsible places in the homes and in the various communities where they may live. There was a time when the Negro did practically no thinking for himself.

Membership

For membership in this school applicants must have a good moral standing. Those from abroad should bring letters of satisfactory recommendation.

Day students and boarders are under the same general regulations of the school. All students should be present at the beginning of the school year and remain the entire school session, if possible.

For a student to retain his place in his class all lessons lost for any reason must be made up. Those who do not make up lost lessons will not be allowed to take the term examinations, and hence will not be promoted. Students absenting themselves from examinations will be required to take such examinations before being promoted, and a charge of twenty-five cents will be made for the same.

Students from abroad are advised not to travel on the Sabbath. Those who intend to leave school during the session should notify the Principal.

Students are required to attend the industrial classes with the same regularity as they do their other classes. They must provide their own books.

Firearms, snuff, tobacco, intoxicants, and profanity will not be allowed on the grounds nor tolerated in any way. Students are not expected to leave the school grounds without an excuse from the Principal or the matron of the hall in which they live.

Religious

Aside from the Christian societies mentioned below, the school has preaching once each month. Weekly meetings are held every Sunday night, led by one of the teachers.

The Societies

The Young Men's Christian Association is conducted entirely by the young men of the school. They have their meeting every Sunday morning and their various committees have done very much to help the people in the surrounding communities.

The Y. W. C. A. is conducted by the young ladies of the school. They have their meeting every Sunday afternoon.

There are five King's Daughters' circles, which are conducted by the lady teachers. They meet at a convenient hour during the week.

The Christian spirit of the entire school is very much strengthened by these organizations.

Sunday School and Sunday evening prayer meetings are maintained through the year. The day teachers teach the Sunday School classes, and the gentlemen teachers take their turn in leading the Sunday evening prayer meetings.

All students are required to attend the Sunday School and the Sunday evening meetings, unless they are excused by the matron.

Those who are not in the boarding department are encouraged to attend similar services at their own churches.

Rules

Few rules need be given—only such as should govern every well-ordered home. None will be given that may not be embraced in the Golden Rule: "Do unto others as you would that others should do unto you."

It is expected that these rules include:

1. Neatness of person and dress.
2. Purity of word and of behaviour.
3. Cleanliness of desks, books and rooms.
4. Students defacing the walls or furniture of any of the

buildings, dormitories, shops or barn, either with knives, nails, pencils or crayon, are liable to suspension.

5. Courteous bearing to teachers and fellow-students.
6. Punctuality in every duty.
7. Earnest devotion to school work.
8. Quietness in all movements.
9. Respect for the rights of others in all things.
10. Obedience to the laws of love and duty.

Those who enter the school are expected to accept these regulations and abide by them at once. Those who cannot abide by them will not be retained in the school, and they may be suspended, as the Principal and teahers think best.

Dress

It would be well for all students to provide themselves with rubber overshoes and rubber cloaks and coats for rainy weather. It is a fact that most of the sickness we have had in our school has been on account of the need of comfortable clothes to keep the body warm.

We advise that at commencement all the young ladies wear plain white dresses, with a ribbon belt.

We shall not allow students *upon any occasion* to wear *silk waists, satin waists,* or dress skirts of either material. Expensive or elaborate trimmings of any kind will be forbidden. We expect students to be dressed comfortably and *modestly.*

It will be well for parents to note carefully these remarks as they prepare their daughters for school.

Literary Societies

The students have a literary society which meets once every two weeks. At each meetinig a program is rendered, consisting of debates, orations, essays, reading, etc.

TEACHERS' COTTAGE NO. 1

TEACHERS' COTTAGE NO. 2

Expenses

Tuition in Elementary grades, per month	$1.00
Tuition in High School, per month	1.50
Tuition in Teacher-Training Course	2.00
Tuition in Instrumental Music, eight lessons per month	2.00
No student will be allowed to take music less than full time of eight monthly lessons.	
Board, including furnished room, heat, light and washing per calendar month, payable on the day of entry	9.00
Extra Examinations, each	.25
Incidental Fee (boarding students)	2.00
Medical Fee, which insures the attention of a physician in case of sickness, but does not include medicine or drugs	1.00
Laboratory Fee, for Normal students only, per year	1.00
Library Fee	.25
Athletic Fee, each student, per year	.50
Sewing Deposit, for all girls in grades four to twelve to cover cost of sewing material	2.00

The charges for board are $9 per month, or $72 for the school year. This does not include the fees for tuition, which are $1.00, $1.50, and $2.00 per month. No reductions are made in tuition or board for vacations or temporary absence by the student for a few days.

Students who know at the beginning of the month that they are expecting to be in the boarding department for less than a month may pay their board at the rate of 35 cents a day.

Students paying tuition by the week will be charged on the basis of $1.20, $1.70, *and* $2.20 *per month. Those who pay for board by the week will also be charged a higher rate than those who register for the full month.*

Incidental Fees covering cost for Board and Registration as above, for High School students	$15.25
Incidental Fees covering cost of Board and Registration for Elementary Students, as above	13.75

Students who are admitted to the boarding department and day school on the condition of paying a part of their bills in work are expected to give satisfaction in their work. If they do not give satisfaction in their work, bills will be sent to their parents or guardians for an amount to cover the cost of all expenses.

All students are required to pay full board in advance the first month, whether they expect to work out a portion of their account or not.

No student should come to the school expecting to pay all or a part of his expenses in work without previous correspondence with the Principal.

Students who leave the school during the session, without an excuse from the Principal and a statement of their financial standing from the Treasurer, will be considered dishonorably dismissed.

Remittances in payment of bills should be sent directly to the school authorities and not to the pupil.

Time lost on account of sickness or bad weather must be paid for or made up by those who are given a chance to pay a part of their expenses in work.

Those who are given an opportunity to work out a part of their expenses must perform the work assigned to them at regular hours.

No student will be registered in the day school or in the boarding department for a shorter period than a month. Money will not be refunded to students who leave before the first month is up, except in cases of actual sickness.

Students must furnish their own towels, soap, table napkins, window shades and sash curtains.

General Information

Books will not be sold on credit. The medical fee of one dollar must be paid when the student registers at the Treasurer's office. *All bills are payable strictly in advance on the first day of each month.* When parents and students receive statements of their accounts they should comply with the regulations and make remittance at once. Remittances in payment of bills should be made by postoffice or express money order, bank draft, check, or registered letter. Money orders and drafts should be made payable to T. S. Inborden, Principal, or Benj. L. Taylor, Treasurer.

All books used in the school may be obtained at the Treasurer's office for *cash.*

All students in the boarding department are expected to work one hour each day without remuneration, except the general privileges of the school.

Boys who wish to pay a part of their expenses in work must provide themselves with overalls.

Students wishing letters of honorable dismissal from the school should settle all bills before asking for such letters.

Students who wish to join the work department of the school are requested to read carefully what is below under "Special Opportunities," and write to the Principal or Treasurer, stating whether they can comply with those regulations.

Bricks, the name of the school station, is a regular stop for trains 33 and 34 of the Atlantic Coast Line Railroad. Those coming to the school should take these trains when it is convenient to do so, as it will save expense and time. Those who come on these trains should notify the conductor before getting to Enfiled or Whitakers that they wish to get off at Bricks. Passengers should also ask the conductor to have their baggage put off at Bricks. Bricks is three miles south of Enfield and three miles north of Whitakers. The fare from either Whitakers or Enfield to Bricks is ten cents. By consulting a time table of the Atlantic Coast Line Railroad, passengers will see what connections can be made with the trains that stop at Bricks. All money orders should be drawn on Bricks.

Special Opportunities

The school owns a farm of 1,129 acres. Ten or fifteen young men, by working on this farm, receive all the privileges of the boarding department, including furnished room, heat, light, and washing; the advantages of the night school, and the opportunity of earning from eight to ten dollars per month, to be placed to their board account when they enter the day school.

Work students are required to stay in the work department one year from the time of entrance. Such students must be over sixteen years old, healthy, and able to do farm work. They should come prepared to buy their books. Work students who do not abide by the regulations and who do not give satisfaction in their work will not be retained in the school, and on *being sent away forfeit their right to their earnings.* What they earn is not transferable, but must be used to pay their board bill while they are in school. No fixed sum is guaranteed to students for their labor. Their work is valued according to the kind done and the spirit with which it is done. All work is instructive and methodical and under the supervision of experienced teachers.

All girls who make application to enter the work department or wish to work out any part of their expenses, must come provided with at least four aprons.

Boys who enter the work department should have enough money to supply themselves with clothes and shoes for a year.

As a guarantee of good faith, students on filing application to enter the work department are required to send sufficient money with the application to cover the cost of the following items:

Medical fee	$1.00
Books	2.75
Incidental fee	2.00
Library fee	.25
Athletic fee	.50
Total	$6.50

If the applicant does not come the money will be refunded.

To Parents

Parents are invited to visit the school from time to time and note the progress of their children. They should unite with the teachers in enforcing prompt and regular attendance, in maintaining good order and discipline in the home, class-rooms, and on the public highways. They should see that their children give a reasonable part of their time to the preparation of their lessons while at home and under good conditions. They need quietness, a table, and a light.

When little troubles happen among children, as they often do, they should not be left for them to fight out on the roads, but parents should settle them in an amicable way.

Children can not progress in their studies when they are in all sorts of society, on the streets and elsewhere, at all hours of the night. They can not be advanced with their grades when they lose a third or half of the school year. They can not afford to lose a single day.

When you send money to the school always require your children to bring receipts, and keep these receipts; in doing so you keep up with your business. Never allow your account to run behind. It is easier to pay a small bill than a large one. When you can't possibly meet your obligations, do not send word by the children, but come yourself and make such arrangements with the school Treasurer as will give satisfaction.

No special dress will be needed for commencement. If the parents will write the Principal, he will advise what will be needed in the way of wearing apparel.

Do not keep your children out of school because you can not dress them as well as Mr. A. They can be clean and neat without finery. Brain does not always accompany fine clothes.

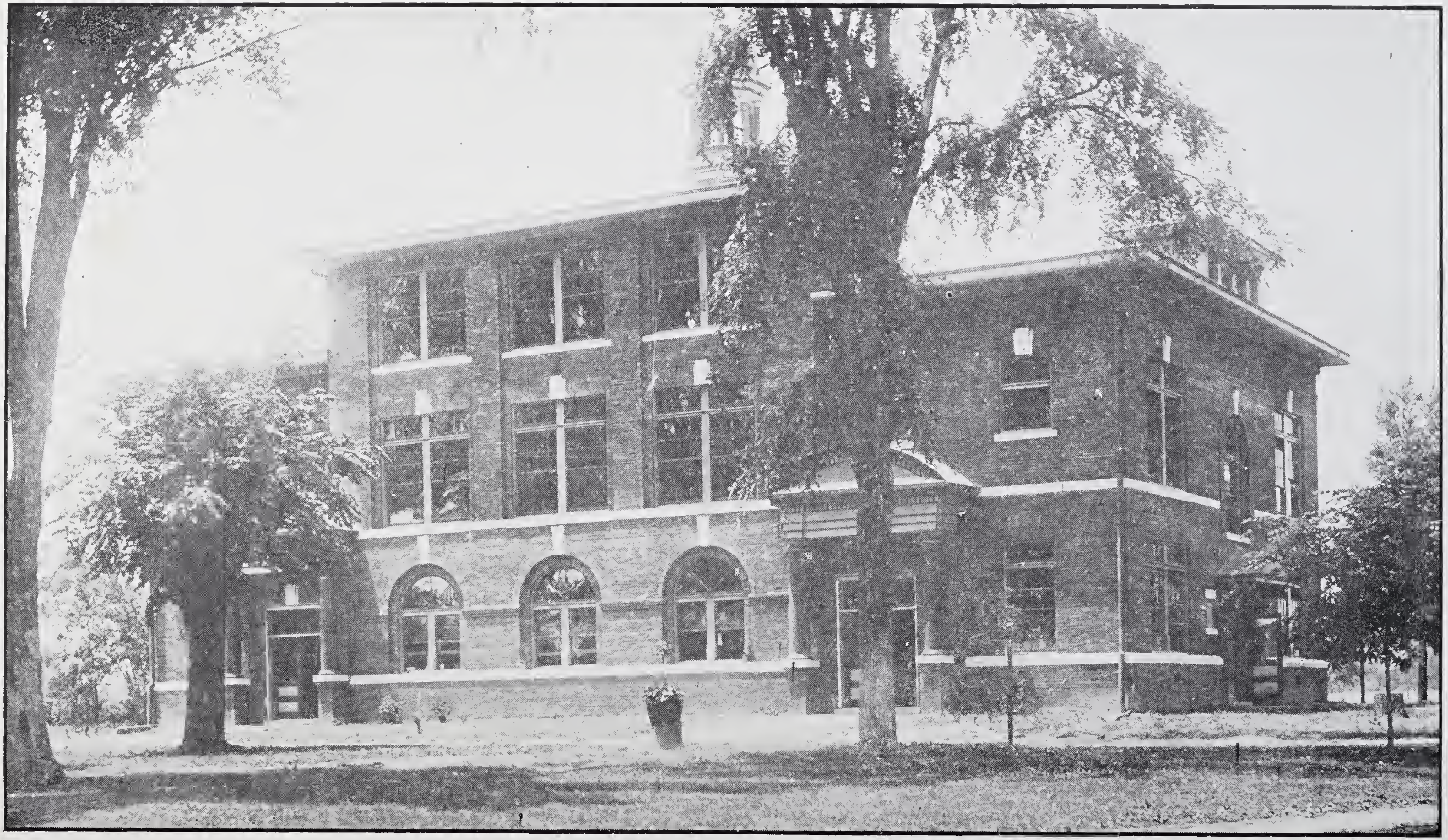
If you want your children usefully educated, a few things are absolutely necessary on your part—an early start, a sacrifice, and a will.

For further information, write to

T. S. INBORDEN, *Principal,* or
BENJ. L. TAYLOR, *Treasurer.*

Joseph Keasbey Brick Agricultural Industrial and Normal School

Bricks, North Carolina
1919-1920



ELMA HALL—ADMINISTRATION AND CLASS ROOM BUILDING

CATALOGUE

OF THE

TEACHERS AND STUDENTS

OF

JOSEPH KEASBEY BRICK

AGRICULTURAL, INDUSTRIAL AND NORMAL SCHOOL

BRICKS, EDGECOMBE COUNTY
NORTH CAROLINA

WITH STATEMENT OF COURSES OF STUDY
EXPENSES AND GENERAL
INFORMATION

FOR THE SCHOOL YEAR 1918-1919

Calendar 1919-1920

1919.

Wednesday, September 24—Boarding Department opens. School begins.

Thursday, November 27—Thanksgiving.

Friday, November 28—Public Rhetoricals.

December 24-26—Christmas Recess.

1920.

Thursday, January 1—Holiday.

Friday, January, 22—Public Rhetoricals.

Friday, January 30—Public Rhetoricals.

January 27-30—Semester Examinations.

Saturday, January 31—First semester ends.

Monday, February 2—Second semester begins.

Saturday, February 21—Farmers' Day.

Friday, February 28—Public Rhetoricals.

Friday, March 26—Public Rhetoricals.

Friday, April 23.—Public Rhetoricals.

Saturday, May 1—Founder's Day.

Thursday, May 20—Anniversary of Literary Societies.

Friday, May 21—Exhibition of Primary Grades, 7:30 p. m.

Sunday, May 23—Baccalaureate sermon.

Monday, May 24.—Alumni meeting, 7:30 p. m.

Tuesday, May 25—Exhibition of Grammar Grades.

Wednesday, May 26—Exhibition of Music Department.

Wednesday, May 26—Commencement Exercises, 10 a. m.

Summer vacation, May 27 to October 1, 1920.

THE SCHOOL IS UNDER THE CARE AND
SUPERVISION OF THE

American Missionary Association

CONGREGATIONAL ROOMS

FOURTH AVENUE AND TWENTY-SECOND STREET, NEW YORK, N. Y.

REV. A. F. BEARD, D.D., Honorary Secretary and Editor.

CORRESPONDING SECRETARIES:

MR. J. E. MCAFEE
REV. GEORGE L. CADY, D.D.

TREASURER:

IRVING C. GAYLORD, ESQ.
287 FOURTH AVENUE, NEW YORK, N. Y.

DISTRICT SECRETARIES:

REV. GEORGE H. GUTTERSON, Congregational House, Boston, Mass.
REV. FRANK N. WHITE, D.D., 19 South LaSalle St., Chicago, Ill.
REV. GEO. W. HINNAN, 21 Brenham Place, San Francisco, Cal.

SECRETARY OF WOMAN'S BUREAU:

MRS. F. W. WILCOX, New York Office.

FIELD MISSIONARY:

REV. D. J. FLYNN, Charlotte, N. C.

Teachers and Officers

T. S. Inborden, M.A., *Principal*
Miss M. A. Johnson, *Secretary and Bookkeeper*

Teachers Training Department

Miss Lucile McLendon,
Methods in Elementary Education

Academic Department

WOLSEY D. GAY, A.B.
Science

Miss Ethel Carr, A.B.
English

Mrs. S. J. E. Inborden, B.L.
Mathematics

Miss Annie E. Brown, Pd.B.
History

Miss Laura B. Smith, A.B.
Librarian, Supervisor of High School

Miss Lula Bullock, A.B.
Latin and English

Elementary Department

Miss Sadie I. Mitchell
Sixth Grade, One-half Year

Miss Louise Arrington
Sixth Grade

Miss Maud L. Taylor
Fourth and Fifth Grades

Miss Sarah T. Washington
First, Second and Third Grades

Industrial Department

Mr. R. L. White
Manual Training

Mr. Z. H. Hyman
Farm Manager

Miss Susie Epps
Preceptrcss of Benedict Hall

Miss Lucile Gilbert
Domestic Science

Miss Mary V. Little
Matron of Dining Hall

Music Department

Mrs. E. F. Colson
Miss M. E. Putney
Clerk and Assistant Postmistress

List of Students

Elementary School

Primary Department

Byrd, Sarah	Whitakers, N. C.
Hill, Lillian	Battleboro, N. C.
Mack, William	Whitakers, N. C.
Pittman, John	Bricks, N. C.
Pittman, Lee	Bricks, N. C.
Pittman, Lucile	Bricks, N. C.

First Grade

Arrington, Otis	Enfield, N. C.
Battle, Mary	Bricks, N. C.
Bell, Estelle	Whitakers, N. C.
Bryant, Dorothy	Bricks, N. C.
Davis, Joseph	Whitakers, N. C.
Forney, Cornelius	Bricks, N. C.
Hill, Martha	Whitakers, N. C.
Hill, William	Whitakers, N. C.
Patway, Hilliard	Whitakers, N. C.
Scott, Annie	Whitakers, N. C.
Whitaker, Jennie L.	Enfield, N. C.
Woodard, Lula	Whitakers, N. C.
Mack, Leroy	Whitakers, N. C.

Second Grade

Armstrong, Jessie	Whitakers, N. C.
Arrington, Ruth	Enfield, N. C.
Bell, Raymond	Whitakers, N. C.
Daniels, Lonnie	Bricks, N. C.
Draughan, Robert	Enfield, N. C.
Hill, Callie	Whitakers, N. C.
Ricks, Rosabel	Whitakers, N. C.
Sanders, Martin Luther (b)	LaGrange, N. C.
Speight, Rufus	Whitakers, N. C.
Summeral, Lily May (b)	Farmville, N. C.
Thorpe, George	Whitakers, N. C.
Washington, Mary	Whitakers, N. C.
Whitaker, Beulah	Whitakers, N. C.
Whitaker, Bertha	Whitakers, N. C.
Whitaker, James	Whitakers, N. C.
Woodley, Elbe	Whitakers, N. C.
Woodley, Thomas	Whitakers, N. C.
Wright, Lay Famious	Whitakers, N. C.

Third Grade

Bobbitt, Harold	Enfield, N. C.
Battle, Helen	Whitakers, N. C.
Branch, Hattie	Enfield, N. C.
Burnett, Ethel	Bricks, N. C.
Byrd, Almeta	Whitakers, N. C.
Cheek, Virgil	Whitakers, N. C.
Forney, Harding	Bricks, N. C.
Haggins, Willie (b)	Roper, N. C.
Hill, Lillian V.	Whitakers, N. C.
Lyons, Wessie (b)	Battleboro, N. C.
Mack, John	Whitakers, N. C.
Mack, Pearl	Whitakers, N. C.
Mayo, John (b)	Roper, N. C.
Morris, Clarence	Norfolk, Va.
Page, Nalia,	Whitakers, N. C.
Peeble, Beatrice (b)	Rosemary, N. C.
Phillips, Carol	Whitakers, N. C.
Phillips, Sudie	Whitakers, N. C.
Phillips, Mary	Bricks, N. C.
Phillips, Doman	Whitakers, N. C.
Phillips, Eloquent	Enfield, N. C.
Pittman, Annetta	Bricks, N. C.
Riddick, Callie (b)	Norfolk, Va.
Washington, George	Whitakers, N. C.
Whitaker, Alice (b)	Whitakers, N. C.
Whitaker, Lucy B.	Rocky Mount, N. C.
Young, Herman	Whitakers, N. C.

Fourth Grade

Anderson, Olivia (b)	Greenville, N. C.
Anthony, Lillian	Whitakers, N. C.
Battle, Rose	Bricks, N. C.
Bell, Cora	Whitakers, N. C.
Byrd, Nathaniel	Whitakers, N. C.
Bowers, Giver Lee	Burdette, Va.
Bullock, Percy	Enfield, N. C.
Burnett, Addie Lee	Bricks, N. C.
Burnett, Sylvester	Bricks, N. C.
Carr, Elno	Whitakers, N. C.
Croom, Blanche	Bricks, N. C.
Davis, Lilla	Whitakers, N. C.
Edwards, Mary	Durham, N. C.
Forney, Myrtle	Bricks, N. C.
Hill, Annie	Whitakers, N. C.
Hill, Carrie	Whitakers, N. C.

Howington, Hallis	Enfield, N. C.
Hudson, Vernon (b)	Battleboro, N. C.
Love, Selma	Enfield, N. C.
Mann, Enta (b)	Whitakers, N. C.
Merritt, William O. (b)	Middlesex, N. C.
Patterson, Alma	Durham, N. C.
Pearsall, Marcellus (b)	Farmville, N. C.
Phillips, Roderick	Whitakers, N. C.
Pittman, Lula	Bricks, N. C.
Pittman, Walter,	Cumnock, N. C.
Taylor, Savana (b)	Battleboro, N. C.
White, Sallie	Richmond, Va.
Whitaker, Alice	Whitakers, N. C.
Williams, Russie	Burdette, Va.

Fifth Grade

Allen Zelma (b)	Wade, N. C.
Byrd, Mary	Whitakers, N. C.
Bumpass, Charles (b)	Patterson, N. J.
Broadie, Marie	Whitakers, N. C.
Casper, Sallie (b)	Enfield, N. C.
Carter, Maggie	Whitakers, N. C.
Cheek, William	Whitakers, N. C.
Conyers, Annie Bell (b)	Whitakers, N. C.
Davis, Minnie L. (b)	New York, N. Y.
Ellis, Napp (b)	Farmville, N. C.
Ford, Christine	Whitakers, N. C.
Gaulden, Willetta	New York, N. Y.
Hilliard, Martha	Whitakers, N. C.
Hunter, Julius	Enfield, N. C.
Hendrick, Henri Pearl (b)	Weldon, N. C.
Jenkins, Olivia	Whitakers, N. C.
Lazarus, Harold (b)	Charleston, S. C.
Lazarus, William (b)	Charleston, S. C.
Lewis, Caroline (b)	Whitakers, N. C.
Lyons, Cornellium	Whitakers, N. C.
Martin, Lenora (b)	Rosemary, N. C.
McMillon, Annie B.	Wade, N. C.
Merritt, Otis (b)	Middlesex, N. C.
Pete, David (b)	Rocky Mount, N. C.
Phillips, Amelia	Whitakers, N. C.
Phillips, Evelyn	Bricks, N. C.
Richmond, James (b)	Farmville, N. C.
Smith, Caroline	Enfield, N. C.
Smith, Mable (b)	New Haven, Conn.
Stanton, John (b)	Snow Hill, N. C.
Staton, Wanamaker (b)	Rocky Mount, N. C.
Spangler, Robert (b)	Pittsburgh, Pa.

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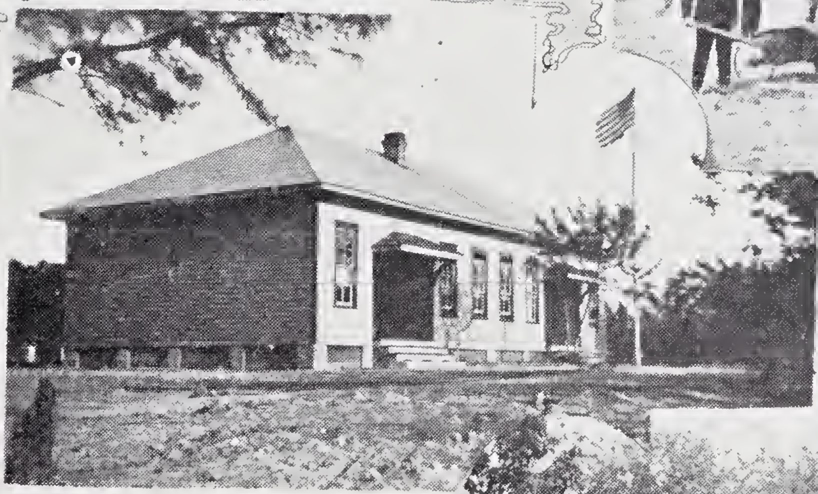

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MODEL SCHOOL ACTIVITIES

Taylor, Julia (b)	Tarboro, N. C.
Terrell, Arthur (b)	Farmville, N. C.
Thorne, Helen (b)	Rocky Mount, N. C.
Tucker, Nancy G. (b)	Henrico, N. C.
Tyson, Vara (b)	Ansonville, N. C.
Wainwright, Eleanor (b)	Portsmouth, Va.
Wortham, George (b)	Raleigh, N. C.
White, Ora (b)	Norfolk, Va.
Wilson, Adele (b)	Richmond, Va.
Wright, Flora	Whitakers, N. C.

Sixth Grade

Anderson, Charles (b)	Greenville, N. C.
Arrington, Hattie (b)	Rocky Mount, N. C.
Bailey, Mary L. (b)	Middlesex, N. C.
Brown, Mable (b)	Weldon, N. C.
Bullock, Gurson	Enfield, N. C.
Cowser, Marie (b)	Hopewell, Va.
Cox, Leola (b)	Dunn, N. C.
Cofield, Thomas	Enfield, N. C.
Christmas, Josephine (b)	Richmond, Va.
Croom, Asa (b)	LaGrange, N. C.
Exum, Annie (b)	Battleboro, N. C.
Floyd, Etta (b)	Whitakers, N. C.
Frank, Almira (b)	Kinston, N. C.
Garrett, Grandison (b)	Washington, D. C.
Gilespie, Mary (b)	Fayetteville, N. C.
Gorham, James (b)	Enfield, N. C.
Harris, Bessie (b)	Harrisville, N. C.
Harris, Alfred (b)	Battleboro, N. C.
Jenkins, Annie (b)	Parmele, N. C.
Johnson, Pattie (b)	Farmville, N. C.
Kirkpatrick, Alta (b)	Charlotte, N. C.
Lee, Mittie (b)	Dunn, N. C.
Leath, Mattie (b)	Paterson, N. J.
Lyons, Julia (b)	Whitakers, N. C.
Martin, Mary (b)	Rosemary, N. C.
Martin, Nathan (b)	Thelma, N. C.
Merritt, Mozelle (b)	Middlesex, N. C.
Mitchell, Stanley	Barnswell, N. C.
Medley, Birda	Ansonville, N. C.
Moore, Emily (b)	Ashland, Va.
Powell, Stebie (b)	Rosemary, N. C.
Powers, Isador (b)	Rosemary, N. C.
Pullen, Frank E.	Enfield, N. C.
Reaves, Mattie (b)	Farrell, Pa.
Reid, George	Bricks, N. C.
Salisbury Julian (b)	Farmville, N. C.

Scarboro, Ara (b)	Farmville, N. C.
Scott, Hattie (b)	Enfield, N. C.
Short, Dora B. (b)	Rosemary, N. C.
Smith, Carrie (b)	New Haven, Conn.
Spellman, Verna (b)	Portsmouth, Va.
Stewart, Lucile (b)	Jackson, N. C.
Taylor, Pearl (b)	Tarboro, N. C.
Todd, Geneva (b)	Zebulon, N. C.
Walker, Mary Lee (b)	Charlotte, N. C.
Walker, Samuel (b)	Charlotte, N. C.
Whitaker, Edward	Whitakers, N. C.
Wiggins, Geneva (b)	Zebulon, N. C.
Williams, Mary (b)	Whitakers, N. C.
Williams, Mable (b)	Cooper, N. C.
Woodley, Ivora	Whitakers, N. C.

Seventh Grade

Atkins, Fletcher (b)	Richmond, Va.
Burns, Sarah (b)	Haywood, Va.
Burnett, Mary	Bricks, N. C.
Carlisle, Vera	Whitakers, N. C.
Cofield, Harry	Enfield, N. C.
Drake, Mary (b)	Battleboro, N. C.
Frazier, Christine (b)	Charlotte, N. C.
Garrett, Richard	Bricks, N. C.
Garrison, Robert A. (b)	Gilmerton, Va.
Jenkins, Lucinda (b)	Littleton, N. C.
Johnson, Rosa (b)	Henrico, N. C.
Joyner, Andelene	Whitakers, N. C.
Peterson, Edward W. (b)	Clinton, N. C.
Pearsull, Henrietta (b)	Farmville, N. C.
Powers, Malinda (b)	Rosemary, N. C.
Rogers, Edwin E. (b)	Raleigh, N. C.
Rosser, James Boyd (b)	Lynchburg, Va.
Sloan, John (b)	Orange, N. Y.
Taylor, Eunice (b)	Salisbury, N. C.
Tucker, Wm. D. (b)	Henrico, N. C.
Wallace, Chester (b)	Weldon, N. C.
Williams, Bettie Mable (b)	Cooper, N. C.
Young, Maggie	Battleboro, N. C.

Eighth Grade

Anderson, Harvey (b)	Salisbury, N. C.
Barham, Belvin (b)	Knightdale, N. C.
Bell, Grady (b)	Lexington, N. C.
Johnson, Elnora (b)	Halifax, N. C.
Jones, Wm. (b)	Durham, N. C.

Myers, Henry (b)	Norfolk, Va.
Peterson, Louise (b)	Clinton, N. C.
Quest, Gladis (b)	Springfield, Mass.
Sessoms, Eula (b)	Nashville, N. C.
Stewart, Costenah (b)	Newport News, Va.
Suggs, Mattie (b)	Hookerton, N. C.
Thompson, Nettie M. (b)	Snow Hill, N. C.
Turner, Guthrie L. (b)	Cumnock, N. C.
Walker, Victora (b)	Charlotte, N. C.
Whitney, Annie M. (b)	Tarboro, N. C.

Ninth Grade

Ashford, Sallie Lee (b)	Clinton, N. C.
Brown, Benjamin (b)	East Orange, N. J.
Campbell, Lula D. (b)	Hasty, N. C
Fletcher, Elizabeth	Bricks, N. C.
Gaulden, Marion (b)	New York City
Hargrave, Otis Lee (b)	Linwood, N. C.
Martin, Evelyn B. (b)	Thelma, N. C.
Miles, George (b)	Garysburg, N. C.
Mitchell, Florence (b)	Weldon, N. C.
Powell, Maggie (b)	Talladega, Ala.
Roscoe, Pearl (b)	Norfolk, Va.
Watts, Minnie (b)	Petersburg, Va.

Tenth Grade

Culp, Maggie (b)	Charlotte, N. C.
Elliott, George (b)	Americus, Ga.
Exum, Lugenia	Whitakers, N. C.
Ford, Hattie	Whitakers, N. C.
Ford, Raymond	Enfield, N. C.
Phillips, Pearl	Bricks, N. C.
Phillips, Thaddeus	Bricks, N. C.
Phillips, Flora	Bricks, N. C.
Philips, Peter	Bricks, N. C.
Pittman, Daniel (b)	Tarboro, N. C.

Eleventh Grade

Exum, Molesta	Whitakers, N. C.
Dixon, William (b)	Madison, N. J.
Green, Melvin (b)	New York, N. Y.
Robinson, Beatrice (b)	Fredericksburg, Va.
Salter, Annie (b)	High Point, N. C.
Simmons, Marion (b)	High Point, N. C.
Watson, Madge	Enfield, N. C.
Wooten, Israel (b)	Tarboro, N. C.

Twelfth Grade

Anthony, Naomi (b)	Weldon, N. C.
Chesson, Purvis J. (b)	Norfolk, Va.
Dobbins, Burnice (b)	Troy, N. C.
Martin, Lillian B. (b)	Thelma, N. C.
Peyton, Roberta (b)	Washington, N. C.
Smith, Richard (b)	Kenansville, N. C.
Staton, Helen B. (b)	Brooklyn, N. Y.

Teacher Training Department

Second Year

Arrington, Mary (b)	Enfield, N. C.
Ash, Lula (b)	Durham, N. C.
Whitaker, Jenette (b)	Glen Cove, N. Y.

Night School

Askew, Annie (b)	Farmville, N. C.
Branch, Richard (b)	Battleboro, N. C.
Earl, Robert (b)	Battleboro, N. C.
Evans, Bessie	Wilmington, N. C.
Foil, Lettie (b)	Salisbury, N. C.
Hester, Mattie (b)	Durham, N. C.
Hilliard, George	Bricks, N. C.
Johnson, Josephine (b)	Littleton, N. C.
Jones, Eddie Lee (b)	Whitakers, N. C.
Joyner, Annie (b)	Farmville, N. C.
King, Nevada (b)	Farmville, N. C.
Lindsey, Maud (b)	Wadesboro, N. C.
Lunsford, Annie (b)	Rougemont, N. C.
Lunsford, Goldie (b)	Rougemont, N. C.
Lyons, Eugene	Bricks, N. C.
May, Vernice (b)	Farmville, N. C.
Pittman, Lucian	Bricks, N. C.
Rains, Alice (b)	Durham, N. C.
Rush, Theo. Roosevelt (b)	Troy, N. C.
Simpson, Bruce (b)	Berkeley, N. C.
Scrivins, Lenora (b)	Charlotte, N. C.
Starks, Willard (b)	Moncure, N. C.
Williams, Eva (b)	Warrenton, N. C.
Wheaton, Cherry, (b)	Lynn, N. C.

TEACHERS' COTTAGE NO. 1

TEACHERS' COTTAGE NO. 2

Music Department

Battle, Rose
Bullock, L. R.
Carr, Ethel
Conyers, Annie
Cowser, Marie
Exum, Annie
Frazier, Christine
Forney, Myrtle
Johnson, Rosa
Lyons, Wessie
Lyons, Julia
Lewis, Carrie
Myers, Henry
Merritt, W. O.
McMilian, A.
Pearsull, Henrietta
Peterson, Louise
Powell, Maggie
Putney, Mary E.
Reaves, Mattie
Riddick, Carrie
Roscoe, Pearl
Smith, Carrie
Smith, Mable
Smith, Laura
Stanton, John
Stewart, Costenah
Thorne, Helen
Walker, Victora
Whitney, Annie

Summary

TEACHER TRAINING DEPARTMENT—	Male	Female	Total
Second Year	..	3	3
First Year	..	..	..
HIGH SCHOOL—	..	3	3
Twelfth Year	2	5	7
Eleventh Year	4	4	8
Tenth Grade	5	5	10
Ninth Grade	3	9	12
Eighth Grade	5	10	15
Seventh Grade	10	13	24
ELEMENTARY SCHOOL—	29	46	75
Sixth Grade	17	34	51
Fifth Grade	15	27	42
Fourth Grade	9	21	30
Third Grade	11	17	28
Second Grade	9	10	19
First Grade	5	7	12
Primary	3	3	6
	69	119	188
NIGHT SCHOOL	9	15	24
MUSIC DEPARTMENT	3	27	30
Total	110	210	320
Counted twice	3	23	26
Total Attendance	107	187	294
Number of Boarders	60	107	168

Classification

Grade or Department	Male	Female	Boarders	Music	Domestic Art	Domestic Science	Agriculture	Woodwork	Ironwork	Mechanical Drawing
Teacher Training	...	3	3	..	..	..	..	..	...	...
Grade Twelve	2	5	7	..	..	4	..	2	...	...
Grade Eleven	4	4	7	..	..	3	..	4	...	...
Grade Ten	5	5	3	..	..	4	9	5	...	...
Grade Nine	2	9	10	2	..	8	11	2	...	...
Grade Eight	5	10	15	5	..	9	15	5	...	...
Grade Seven	10	13	17	3	..	11	22	10	...	...
Grade Six	17	34	44	5	..	30	..	17	...	...
Grade Five	15	27	28	6	..	25	..	..	...	...
Grade Four	9	21	5	3	..	..	..	..	...	...
Grade Three	11	17	6	2	..	..	..	..	...	...
Grade Two	9	10	2	..	..	..	..	..	...	...
Grade One	8	10	...	..	..	..	..	..	...	...
Night School	9	15	20	..	..	..	..	..	...	...
Total	106	183	167	26	..	94	57	48	...	...

States Represented: Alabama, Connecticut, Georgia, Massachusetts, New York, New Jersey, North Carolina, Pennsylvania, South Carolina, Virginia, Washington.

Counties Represented: Anderson, Anson, Benfort, Cambell, Chawson, Chatham, Craven, Cumberland, Davidson, Duplin, Durham, Edgecombe, Essex, Greene, Guilford, Halifax, Harnett, Jefferson, Johnson, Kings, Lee, Lenoir, Lenora, Marlboro, Mecklenburg, Montgomery, Nash, Nassau, Northampton, Norfolk, Pitt, Rowan, Sampson, Southampton, Spotsylvania, Sumpter, Wade, Washington, Warwick, Wake.

Alumni

CLASS 1902.

Cora Lizzie Black (Grant)....................Rocky Mount, N. C.
Olivia Johns (Rice) ....Jamestown, R. I.
John Robinson Stitt, teacher....................Whitakers, N. C.

CLASS 1904.

James C. Ausby, deceased.
Hattie L. Green, teacher, Avery Institute..........Charleston, S. C.
Joseph J. Hill, deceased.

CLASS 1905.

Annias S. Croom, pastor Shiloh Baptist Church....Salisbury, N. C.

Class 1907.

George Bullock, Manual Training teacher............Durham, N. C.
Mattie Hilliard, teacher ....Whitakers, N. C.
Paul Johns, student Yale University.............New Haven, Conn.
James S. Jones, business.....................Sparrows Point, Md.

Class 1908.

Isaac Bunn, farmer..................................Enfield, N. C.
Anna Rhodes (Sublette) teacher......................Chicago, Ill.

Class 1909.

Benjamin F. Bullock, Agriculture teacher, Moorehouse College ....Atlanta, Ga.
Samanna J. Cooke.................................New Bern, N. C.
Elisha Green, deceased.
Jennie C. Hopkins, Trained Nurse...................Norfolk, Va.
Nathaniel H. Lee, M.D...........................Philadelphia, Pa.

Class 1910.

Ida B. Arrington, teacher........................Battleboro, N. C.
Charles Battle, Manual Training teacher...........Taugaloo, Miss.
James W. Croom, minister........................Reidsville, N. C.
John D. Fields...Dayton, O.
Mary E. Dunston (Cooke)........................New Bern, N. C.
Joseph P. Harrison, student Howard University, Washington, D. C.
Frederick Phillips, deceased.
Joseph Saunders, Manual Training teacher, Tillotson College ....Austin, Texas

Cass 1911.

Susan Adams, Domestic Science teacher, Lincoln School ....Jefferson City, Mo.
Eulah Dunston (Fields) ....Dayton, O.
Caleb Richmond....................296 Bryson St., Brooklyn, N. Y.
Lucy Richmond, Supervisor of Negro Schools, Pitt County, Greenville, N. C.

Class 1912.

Lillian A. Hall (LeGrande)......617 Summit Ave., Portsmouth, Va.
Gertrude Leipsie (Colden)...........................Suffolk, Va.
Pearl Johnson (Schmoke) teacher..............Newport News, Va.
Dunie Wiggins (Lewis)....................Winston-Salem, N. C.

CLASS 1913.

Lula R. Bullock, teacher, Joseph K. Brick School	Bricks, N. C.
Joseph M. Bullock, Manual Training teacher, Chandler Normal School	Lexington, Ky.
Etta Cofield	Enfield, N. C.
Maud Chisolm (Kelly)	Columbia, Tenn.
Tazzie G. Dodson, deceased.	
John R. Murrain, deceased.	

CLASS 1914.

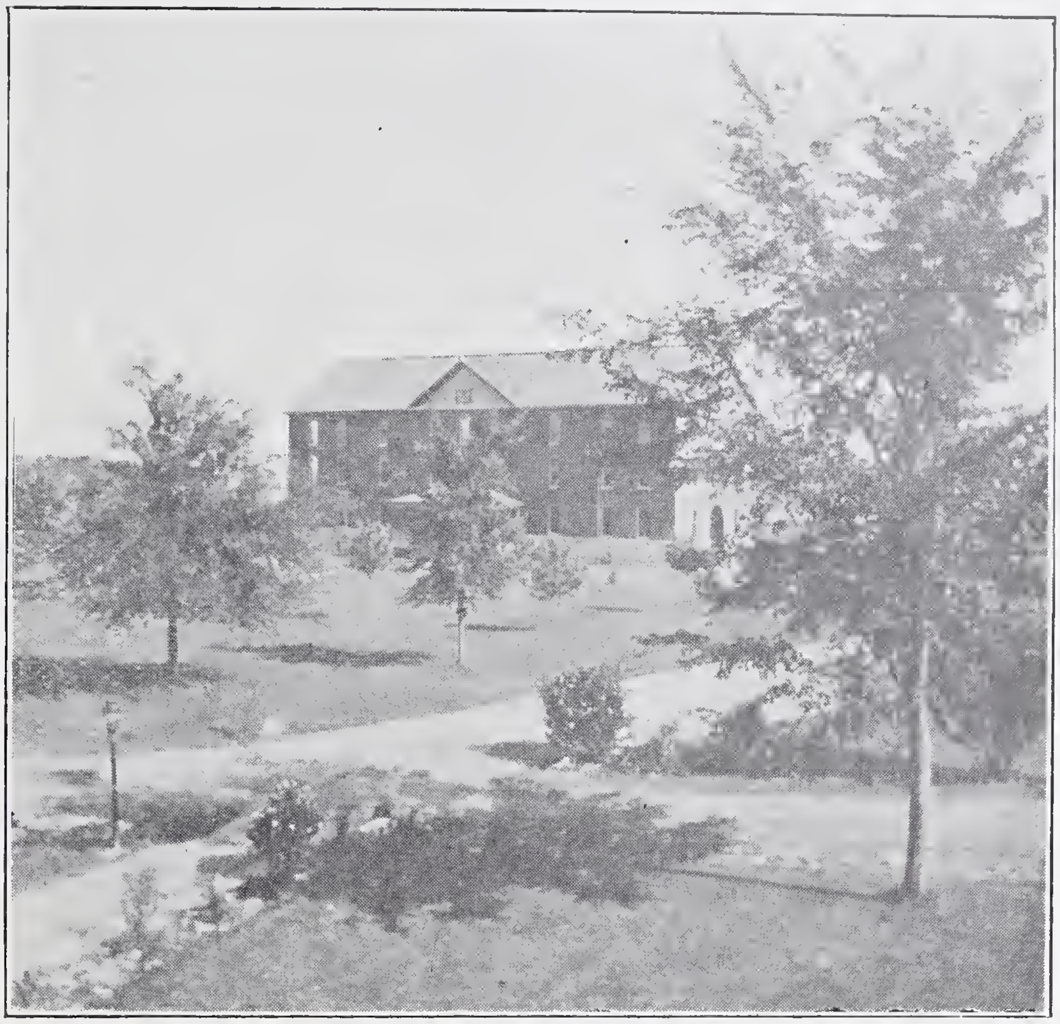
Victoria Pegram, student Howard University	Washington, D. C.
Minna Reid, teacher	Matthews, N. C.
Zenobia E. Ross, teacher	Norfolk, Va.
Richard Wimberly, student Shaw University	Raleigh, N. C.

CLASS 1915.

Eula Arrington, student Teacher Training Course, Joseph K. Brick School	Bricks, N. C.
Louise Arrington, student Teacher Training Course, Joseph K. Brick School	Bricks, N. C.
Dorothy Inborden, student Fisk University	Nashville, Tenn.
Hattie Little, teacher	Vineland, N. C.
Olivia Payton, student Atlanta University	Atlanta, Ga.
Maude Peyton, student Teacher Training Course, Joseph K. Brick School	Bricks, N. C.
Laura Powers, teacher	Rosemary, N. C.
Lucinda Pitts	Stamford, Conn.
Harmon Taylor, student Fisk University	Nashville, Tenn.
John B. Williams	Jersey City, N. J.

CLASS 1916.

Cora Arrington, student Teacher Training Course, Joseph K. Brick School	Bricks, N. C.
Olive Bond, student Howard University	Washington, D. C.
Mattie Booker	Greensboro, N. C.
Christopher Dobbin	New Haven, Conn.
Harold Hargrave, student Howard University	Washington, D. C.
Jeremiah McLeod, student Talladega College	Talladega, Ala.
Grace Miller, teacher	Mecklenburg County, N. C.
Jacob Porter, 15 Regiment Band	New York
William Sessoms, student Howard University	Washington, D. C.
Murvin Sumner, student Fisk University	Nashville, Tenn.
Charles Valentine, business	Roanoke, Va.



BENEDICT HALL

TEACHERS' COTTAGES

CLASS 1917.

Mary Arrington, Joseph K. Brick School	Bricks, N. C.
Lula Ash	Durham, N. C.
Jessie Bullock, A. & M. College	Tallahassee, Fla.
Irene Carlisle	Whitakers, N. C.
Caroline Frazier	Charlotte, N. C.
Martha Harrison, Fisk University	Nashville, Tenn.
Madge Martin	Thelma, N. C.
Nora T. Parish	Rougemount, N. C.
Sarah Pittman	New Haven, Conn.
Lucy Smith	Pittsburgh, Pa.
Ella H. Walters	Rocky Mount, N. C.
Janet Whitaker, Joseph K. Brick School	Bricks, N. C.

CLASS 1918.

Nellie Baldwin, Cheney Training School	Cheney, Pa.
Bessie Broadnax, Shaw University	Raleigh, N. C.
Wilson Inborden, Fisk University	Nashville, Tenn.
Alfred Leach, 347 Labor Battalion Hdqrs.	U. S. A.
Colston W. LeGrande	617 Summit Ave., Porthsmouth, Va.
Chester Phillips, Howard University	Washington, D. C.
Mary E. Putney, Joseph K. Brick School	Bricks, N. C.
Alex Sessoms, Sgt. of Ordnance Hdqrs., 317th Trans.,	Camp Funston, Kan.

Courses of Study

(For details consult the Manual of Study prepared by the American Missionary Association.)

Elementary School

FIRST YEAR.

Reading—Riverside Primer and First Reader; supplementary readers.

Number Work.

Language—Reproduction of stories; picture study; nature study; correcting common mistakes.

Spelling—Oral and written; spelling of words of the reading lesson.

Hygiene—Speyer School Curriculum, p. 31.

Music, Bible, Writing, Drawing.

SECOND YEAR.

Reading—Riverside Reader, Book II; stories from Grimm (5c.); Jack and the Beanstalk (5c.).

Number Work—First Journeys in Numberland (Scott, Foreman & Co.).

Language—Short sentences copied and written from dictation; reproduction of stories.

Spelling—Oral and written spelling of words of the reading lesson.

Hygiene—Speyer, Curriculum, p. 36.

Music, Bible, Picture Study, Nature Study.

Writing—Palmer System.

Drawing, History.

Sewing—Cord and raffia work; canvas with worsted.

THIRD YEAR.

Reading—Riverside Reader, Book III; supplementary work.

Arithmetic—Wentworth-Smith, Book I, pp. 1-172.

Language—Reproduction of stories; correcting common mistakes; picture study; nature study.

Spelling—Oral and written; spelling of words of the reading lessons.

Geography—Tarr and McMurry, First Book.

Hygiene—Speyer Curriculum, p. 26.

History—Baldwin, Old Stories of the East; Shelton, Old Testament Bible Stories; Old Greek Stories.

Music, Bible, Drawing.

Writing—Palmer System.

Sewing—Canvas with worsted; reed and raffia work; elementary stitches.

FOURTH YEAR.

First Semester.

Reading—Riverside Reader, Book IV; supplementary work.
Spelling—Graded Spelling Book for City Schools, Book IV.
Arithmetic—Milne's Progressive, Book I.
Geography—Tarr and McMurry's, First Book.
Language—Guide Book to English, Book I (Gilbert and Harris).
History, Hygiene, Picture Study, Bible, Drawing, Sewing, Music.
Writing—Palmer System.

Second Semester.

Reading—Riverside Reader, Book IV; supplementary work.
Spelling—Graded Spelling Book for City Schools, Book IV.
Arithmetic—Milne's Progressive, Book I.
Geography—Tarr and McMurry, First Book.
Language—Guide Book to English, Book I (Gilbert and Harris).
History, Music, Nature Study, Picture Study, Hygiene, Bible, Drawing and Sewing.
Writing—Palmer System.

Grammar Department

FIFTH YEAR.

First Semester.

Reading—Riverside Reader, Book V.
Spelling—Graded Spelling Book for City Schools, Book V.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, First Book.
Language—Guide Book to English, Book I (Gilbert and Harris).
History, Music, Picture Study, Nature Study, Bible, Drawing, Hygiene.
Cooking and Sewing for girls.
Woodworking for boys.
Writing—Palmer System.

Second Semester.

Reading—Riverside Reader, Book V; supplementary work.
Spelling—Graded Spelling Book for City Schools, Book V.
Arithmetic—Milne's Progressive, Book II.
Geography—Tarr and McMurry, First Book.
Language—Guide Book to English, Book I (Gilbert and Harris).
History, Hygiene, Music, Picture Study, Bible, Nature Study.
Cooking and Sewing for girls.
Woodworking for boys.
Writing—Palmer System.

SIXTH YEAR.

First Semester.

Reading—Riverside Reader, Book VI; supplementary work.

Spelling—Graded Spelling Book for City Schools, Book VI.

Arithmetic—Milne's Progressive, Book II.

Geography—Tarr and McMurry, Second Book.

Language—Guide Book to English, Book II (Gilbert and Harris).

History, Hygiene, Picture Study, Bible, Drawing, and Nature Study.

Writing—Palmer System.

Cooking and Sewing

Woodworking.

Second Semester.

Reading—Riverside Reader, Book VI; supplementary work.

Spelling—Graded Spelling Book for City Schools, Book VI.

Arithmetic—Milne's Progressive, Book II.

Geography—Tarr and McMurry, Second Book.

Language—Guide Book to English, Book II (Gilbert and Harris).

History, Hygiene, Picture Study, Bible, Drawing, and Nature Study.

Writing—Palmer System.

Cooking and Sewing

Woodworking.

High School Course

SEVENTH YEAR.

English—Reading and Literature (3); Grammar and Composition (2); Spelling (1); Writing (1).

Arithmetic (5).

United States History (3).

Commercial Geography (3).

Agriculture (2).

Physiology (2).

One of the following elective groups:

For Boys—(a) *Agricultural—Field* (4) *and Laboratory Practice* (1); *Farm Mechanics* (4); *Mechanical Drawing* (1).

For Girls—(b) *Home Economics—Sewing* (4); *Cooking and Household Practice* (3); *Drawing and Design* (1).

Agricultural—Field and Laboratory Practice (2).

EIGHTH YEAR.

English—Reading and Literature (3); Composition and Grammar (2); Spelling (1); Writing (1).

Arithmetic (5).

United States History and Civics (5)—½ year.

INGRAHAM CHAPEL

BREWSTER HALL

Biblical History (5)—½ year.

Physical Science (3).

Agriculture (2).

One of the following elective groups:

For Boys—(a) *Agricultural—Field and Laboratory Practice* (5); *Farm Mechanics* (4); *Mechanical Drawing* (1).

For Girls—(b) *Home Economics—Sewing* (4); *Cooking and Household Practice* (3); *Drawing and Design*, and *Home Mechanics* (1).

Agriculture—Field and Laboratory Practice (2).

NINTH YEAR.

English—Literature, Grammar and Composition (5).

Algebra (5).

Agricultural Botany (3).

Elementary Chemistry (2).

One of the following elective groups:

For Boys—(a) *Agricultural—Agriculture* (2); *Field* (6), and *Laboratory* (2); *Exercises and Practice; Mechanics* (2). (b) *Mechanical—Shop Work* (9); *Mechanical Drawing* (1); *Agriculture* (2).

For Girls—(c) *Home Economics—Dressmaking* (4); Cooking *and Food Study* (4); *Housekeeping; Sanitation; Laundry Work* (1); *Drawing and Design* (1); and *Agricultural—Field and Laboratory Exercises and Practice* (2):

Note—Pupils who are preparing for college may elect Latin in Grades 9 to 12 inclusive.

TENTH YEAR.

English (4).

Algebra—½ year.

Secondary Arithmetic (5)—½ year.

Ancient History—½ year.

Biblical History (5)—½ year.

One of the following elective groups:

For Boys—(a) *Agricultural—Agriculture* (2); *Chemistry* (2); *Field* (4); *Laboratory Exercises and Practice* (2); *Mechanics* (2). (b) *Mechanical—Specialized Shop Practice* (9), and *Mechanical Drawing* (1). *Agricultural—Field and Laboratory Practice* (2).

For Girls—(c) *Home Economics—Household Art and Millinery* (4); *Hygiene* (2); *Cooking and Dietetics* (3); *Home Management: Plans, Marketing and Accounting* (1); *Drawing and Design* (1), and *Agricultural: Field and Laboratory Practice; Horticulture and Poultry Raising* (1).

ELEVENTH YEAR.

Geometry (5).

Mediaeval and Modern History (5).

One of the following elective groups:

For Boys — (a) *Agricultural—Farm Management* (5); *Remunerated Supervision* or *Specialized Practice in Agriculture* (15). (b) *Mechanical—Physics* (4); *Remunerated Supervision* or *Specialized Practice in Mechanics* (15).

For Girls—(c) *Home Economics—Child Study* (4); *Home Nursing* (1); *Remunerated Supervision* or *Specialized Practice in Home Economics* (15).

TWELFTH YEAR.

English (5).

Economics (5).

United States History and Civics (5).

One of the following elective groups:

For Boys—(a) *Agricultural—Remunerated Supervision* or *Specialized Practice in Agriculture* (15); or (b) *Mechanical—Remunerated Supervision or Specialized Shop Practice in Mechanics* (15).

For Girls—(c) *Home Economics——Remunerated Supervision* or *Specialized Practice in Household Economics* (15).

Rhetorical Work

Original compositions, declamations, recitations and papers on current events are required Friday as class rhetoricals. Every student above the sixth grade is required to appear once during the year in public rhetoricals. Composition work in connection with the grammar is also taught in the various grades.

Vocal Music

The text-book used in music is the National Course, by Mason. We begin with the melody songs by note, draw the staff, learn the names of the lines and spaces by number, and sing by number easy intervals. This is continued in the third grade, where the names of lines and spaces by the letter and eye are learned. Singing by syllables easy intervals in key of "C." Also melodies in the key of "C." Learning names of common technical syllables. Different note values and time values. Beating 4-4, 3-4, and 2-4 time. This work is reviewed briefly in the fourth grade and fifth grade. Singing one-part melodies in the keys of "C," "F," and "G." (Second reader to page 50.) The work thus far is reviewed in the sixth and seventh grades, and more advanced work is taken up. The chromatic scales are learned, and melodies in the three keys are taken up.

Beyond the seventh grade the third book is taken up and more difficult music learned.

Our idea is to give students a rudimentary knowledge of music, so that they may be helpful and useful in the communities where they may live.

Great emphasis is placed on thoroughness of all subjects taught in these grades. We aim at Quality, rather than Quantity. Those who complete the course in a satisfactory manner will be admitted to the High School Department. Students who have completed in other schools a course of study equivalent to the above, and who bring letters of satisfactory recommendation, will also be admitted to the High School Department.

Teacher Training Course

This is a two-year Course for graduates of high schools who are looking forward to technical teacher training.

Imparting information of intellectual, moral and physical phenomena to others effectively is an art. The object of this course is to perfect this art. Children are the exponents of their teachers, and it is important that teachers not only get the knowledge themselves, but they must learn the art of imparting this knowledge to others so that it dominates their life, thought and character for the highest good of the community. There is no higher calling than the profession of teaching.

If you are thinking of entering this profession the Brick School can help you.

Courses marked I, to be elected by prospective elementary grade teachers.

Courses marked II, to be elected by prospective teachers of household arts or supervisors of same.

Courses marked III, to be elected by prospective teachers of industrial art or supervisors of same.

Unmarked course prescribed for all students.

FIRST YEAR.

English	(3)	English	(3)
(Narration and description.)		(Narration and description.)	
Biology	(3)	Biology	(3)
(General Biology, especially in its physiological aspects.)			
Principles of Teaching	(3)	Principles of Teaching	(3)
(Thorndike.)		(Thorndike.)	
I Elementary School Subjects	(3)	Elementary School Subjects	(3)

(Reviews, or, if necessary, new methods of attack upon certain subjects of the curriculum; notably arithmetic, geography, and an initial attempt to sense necessary material and treatment of teaching English literature and language; the use of phonetics in the elementary school; nature study and school games, the latter presumably new subjects; observation of the teaching of all subjects.)

OR

II. Household Arts	(3)	Household Arts	(3)
Technology of cooking	1	Technology of cooking	1
Elementary food preparation	2	Elementary food preparation	2
Nutrition	1	Nutrition	1
Elementary dressmaking	2	Elementary dressmaking	2

NOTE.—Number of units credit; also number of hours per week in all cases except subdivisions of Household and Industrial Arts, which should have the number of hours tated in connection with each.

ADMINISTRATION AND CLASS ROOMS

BEARD HALL

BENEDICT HALL

OR

III. Industrial Arts	(3)	Industrial Arts	(3)
Technology of woodwork	1	Technology of woodwork	1
Elementary shop work	2	Elementary shop work	2

(Designed to give such training in the technical processes of elementary woodworking as is necessary for those preparing to become teachers of woodworking in elementary schools or to enter the woodworking trades.)

Soils and tillage	1	Soils and tillage	2
Field crops	2	Field crops	2
Hygiene	(1)	Hygiene	(1)
(Personal and public, with especial reference to urban and rural conditions.)		(With especial reference to schools.)	
Music	(1)	Music	(1)

(Teaching of rote songs, singing games, motion songs, development of rhythm, training of voice, eye and ear training, methods to use in teaching music reading; part singing; written dictation; securing proper material; planning work; illustrations and observations.)

Vegetable and Home Gardening	(1)	Vegetable and Home Gardening	(1)

(Planning, planting, cultivating, controlling of insect enemies and plant diseases; methods of propagation; best varieties for certain seasons; fall and winter gardens; cold frames and hot beds; floral planting around school and home; the window box; plants suited to indoors; bulb culture; varieties suited to seasons; alternation necessary to secure constant bloom.)

SECOND YEAR

English	(3)	English	(3)

(History of English literature, taught by reading of illustrative material—from Beowulf onward.)

History	(3)	History	(3)
(History of Western Europe.)		(History of Western Europe.)	
I. Child Study	(3)	Child Study	(3)
(Kirkpatrick.)		(Kirkpatrick.)	

OR

II. and III. Chemistry		Chemistry	(3)

(Organic and household chemistry and chemistry with reference to agriculture and the industries.)

I. Methods of Teaching in the Elementary School	(3)	Methods of teaching in the Elementary School	(3)

(The teaching of arithmetic, English literature and language, history, cooking and sewing, handiwork for primary grades, picture study, geography, spelling, nature study.)

OR

II. Household Arts	(3)	Household Arts	(3)
Experimental cookery	2	Experimental cookery	2
Home and table service	1	Home and table service	1
Millinery and dressmaking	2	Millinery and dressmaking	2
House structure and furnishing	1	House structure and furnishing	1

OR

III. Industrial Arts	(3)	Industrial Arts	(3)
Practical gardening	2	Practical gardening	2
Trees and shrubs	½	Bird and insect life, with reference to economic relations	½
Domestic animals	1	Domestic animals	1
Advanced shop work	2	Advanced shop work	2
Elementary Education	(2)	Elementary Education	(2

(During such portion of the first half-year as is advisable, students in all courses will meet together to discuss the general principles of teaching in the elementary school; such as the responsibility of the teacher outside of instruction; teaching children to study; lesson plans; class and individual instruction; economy of time; quantity and quality of work to be accomplished; place of the teacher in the rural schools; and possible community activity.

It will then be divided into three sections. Section I for those who are to teach elementary grades; Section II for those who are to teach the household arts, and Section III for those who are to teach the industrial arts.

SECTION I. Method of treating a country schoolhouse, its grounds, and its interior; program making; story-telling in the primary grades, with adaptations and material suitable for older children; development of rural school library; grading and classification; overcoming special difficulties in attendance; differentiation of courses and methods for upper elementary grades; making and utilization of material for devices, illustration, and similar problems.

SECTION II. Necessary steps in introducing cooking and sewing in elementary grades; study of the environment; selection and following out of a course of study, adapting it to the agricultural interests and financial status of the community; correlation with other subjects; need of acquaintance with homes, necessary equipment; selection of text-books; familiarity with reference books and with such sources of free material as State and Government publications, etc., possibilities of inspiration, relations with teachers of the elementary grades; possibilities with limited equipment in school rooms or nearby kitchen; utilization of lunch period for lessons; possibilities of cooking one or two dishes for the school lunch; work with mothers' or young women's classes, involving fundamental principles of human nutrition and their application; the energy value of food; the chemistry and physiology of digestion; the nutritive properties of food; the making of dietaries; adapting diet to disorders of nutrition; legislation designed to regulate food values. Sewing possible in rural schools; necessary equipment; hand sewing; the making of such garments as circumstances permit; individual needs, especially mending, patching, and emphasizing proper standards of clothing; supervision of girls' industries, and similar problems.

SECTION III. The initial steps in the way of studying the community, selecting and carrying out a course of study, etc., are rather similar to those fundamentally involved in Section II. After that, the place of the industrial arts in elementary schools; the extent to which development and skill should be expected; relation to other elementary school subjects; methods of study and presentation; use of the environment, of pictures, and of books in the study; amount, kind and cost of equipment needed; transition from industrial arts to vocational industrial studies in the upper grammar grades; the cooperation of the school and the farm; practical possibilities of influencing community by individual supervision of crop rotation and diversification; local contests and cooperation in farming; the social aspect and economics of agriculture.

Practice Teaching	(3)	Practice Teaching	(3)

(One-half a school day for ten weeks, to be done at such time as can be arranged; work of the whole class to be spread as equally as possible over the school year.)

Music	(1)	Music	(1)

(One lesson weekly, continuing the technical work of the first year, and giving copious practice in the selection and use of material suited to elementary grade work: simple church music and chorus work for adult and young people, the latter with view to community needs.)

Buildings

Elma Hall. This will be known as our administration or class-room building. It has recently been reconstructed at a cost of $20,000. This building is one of the best in the State. It is three stories high and has nineteen rooms. In it will be located all the class rooms for Agriculture, Academic and Domestic Arts. The school library, postoffice, and executive offices of the school are also located in this building. This building and Ingraham Chapel are both heated by steam, with the steam plant located in the basement of Ingraham Chapel. The building is of solid brick construction with graystone trimmings and covered with asbestos shingles.

Brewster Hall. This hall is three stories high. It has thirty-six sleeping rooms, two bath rooms with three bath tubs and lavoratories, a study room, and two linen rooms. The building is heated with hot air and furnished with hot and cold water. The rooms are large and airy; ventilation and drainage good. The hall is also provided against fire.

Beard Hall. This is a dormitory for boys. It is very similar to Brewster Hall, though larger. It is a three-story building, built of brick and stone, with granite trimmings. In the entire building there are fifty rooms—forty-one sleeping rooms, bath room and linen closets.

Manual Training Shop. This building stands near Elma Hall, just north of Ingraham Chapel. It has four large rooms, two on the first floor for forging and machinery work, two on the second floor for woodwork and mechanical drawing. It is our aim to have this department well furnished with tools and machinery for the work which has to be done in the shop. All this is in keeping with the high purpose of the school to make our young people more efficient in their work.

Benedict Hall. This hall stands across the campus, opposite Beard Hall, and is very similar to Beard Hall in construction. There are three entrances from the outside. It has two

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Note.—We wish to call your attention to the cuts throughout this catalogue, illustrating the various buildings, Clubs, Classes and Farm Stock.

N. B. Our Domestic Science Hall was destroyed by fire in 1918. Plans are on foot for another building which we hope to have another year.

stairways extending from the first floor to the attic. It is the girls' dormitory and is provided with bath rooms, sitting rooms, linen rooms, and a number of the lady teachers live in this hall.

STEAM LAUNDRY. This building stands near the girls' dormitory and Domestic Science Hall. Here all the washing of the school is done. It is provided with stationary tubs, a steam engine and boiler, two steam washers, an extractor, a mangle, and other necessities for an up-to-date laundry.

INGRAHAM CHAPEL. This hall is situated between Elma Hall and the Manual Training Shop. It is a beautiful building with a seating capacity of about a thousand people. It has a large auditorium, a balcony, and five rooms separated by rolling partitions. These rooms can be opened and thrown into the main auditorium. It is heated with steam.

TEACHERS' HOMES. Fronting the school chapel and in line with Beard Hall and Brewster Hall are located the homes of the teachers. These cottages, four in number and one in process of construction, are built at a cost of twelve or fifteen hundred dollars each. They all front the main street leading from the public road to the school campus. Each is provided with a large yard and a space of several hundred feet square for gardens. Trees and shrubbery have been planted and the yards properly graded and drained. We hope soon to have a cement walk leading from these cottages to the school building.

North of the campus are located the cottage of the Farm Manager, the School Dairy, the Store House for farm tools and machinery, the Corn Crib and School Barn. The school has eleven head of farm mules and six horses, thirty head of cattle and thirty head of hogs. These constitute a vital part of the farm equipment. The farm itself is composed of 1,129½ acres of land. There are eight tenant cottages on the farm, with a family in each one. There were grown on the entire farm last year one hundred bales of cotton, four thousand bushels of peanuts, corn and all sorts of vegetables. The farm and garden departments are not conducted as experiments, but as matters of school utility. They afford most practical lessons in farm and garden management. At the same time they give poor students an opportunity to meet their board account.

FARMS and GARDEN INDUSTRIES

Agriculture

SEVENTH YEAR.

The Affairs of Agriculture (Follow topics in Mann, Beginning in Agriculture, Pr.).—Agronomy; study of the major field crops of the South; corn, the small grains, cotton (Duggar, Agriculture for Southern Schools, secs. 22-25). The plant and its growth (Duggar, secs. 1-8.); the soil and its cultivation (Duggar, secs. 9-14); animal industry; study of horses and cattle (Duggar, secs. 51-54); fertilization and fertilizers (Duggar, secs. 15-20); review of major field crops, with reference to spring cultivation; laboratory and field exercises. Follow exercises in the text-book, supplemented from the following: Crosby, Plant Production; Davis, Rural School Agriculture; Jackson and Dougherty, Agriculture Through the Laboratory and School Garden, and Bulletins of the Experiment Stations of the respective States. Keep laboratory and field work in closest relation with the necessary work of the school farm. Man's Beginning in Agriculture is also used in this grade.

Three 30-minute recitations per week; five 45-minute laboratory and field exercises per week throughout school year.

EIGHTH GRADE.

Agronomy.—Rotation of crops (Duggar, sec. 21). The minor field crops of the South, the legumes and forage crops (Duggar, secs. 26-30). Forestry (Duggar, secs. 35-36). Animal industry; sheep and swine (Duggar, secs. 55-56). Feeding and rations (Duggar, secs. 59-60). Dairying (Duggar, secs. 61-62). Poultry raising (Duggar, secs. 57-58). Horticulture; vegetables and fruit raising (Duggar, secs. 32 and 37). Review of field crops from standpoint of spring cultivation. Diseases of plants (Duggar, secs. 38-43). Insects (Duggar, secs. 44-50). The flower garden and home grounds (Duggar, secs. 32-34).

Laboratory and field exercises. (See directions under Seventh Year.)

Two 30-minute recitation periods per week; five 45-minute laboratory and field exercises per week throughout school year.

NINTH YEAR.

General Agriculture as an art with an economic motive. The possible improvement of plants and animals with reference to the usefulness and value of their products.

Agronomy.—How the plant lives and propagates itself. Processes whereby materials are taken from the soil and air and transformed into food and other valuable products. Dependence of animal life on plants.

Methods of Propagation.—Propagation of field crops. Seeds; selecting and testing. Handling and buying seed.

The Soil.—Origin and composition; water, drainage and irrigation. Soil; air; humus; bacteria.

Fertility and Fertilizers.—Loss and restoration of plant food in soil. Chemical elements, their natural occurrence in soils, and natural and artificial supply and means of restoration. Complete fertilizers, determining, purchasing, and mixing. Manure and green manna.

Intensive Study of Three Major Field Crops, e. g., corn, cotton, and potatoes, or one grain or the grasses. History, value, climate limitations, culture, harvesting and use of product.

Animal Industry.—Farm animals and their products; effect on farm methods and human labor.

Horses: Types and breeds; care and training.

Cattle: Types and breeds; the herd. Cattle products, beef and milk; handling and use of milk.

Text.—Warren, Elements of Agriculture with collateral reading (see references after each chapter). The topics are to be redistributed to correlate and synchronize with different phases of necessary farm work.

Laboratory and Field Exercises.—Follow the order and time of practical farm activities, using exercises and problems book and supplementing from other authorities. At least one-half of the time will be given to practicums, developing judgment and skill.

Four 40-minute recitation periods per week; eight 45-minute laboratory and field exercises per week throughout school year.

TENTH YEAR.

General Preliminary Considerations.—The farm as the unit in agriculture. Relative value and importance of its various products.

Agronomy.—Systems of cropping, rotation and diversification; cover crops and green manures.

Horticulture.—Intensive study of the garden and orchard. Plant propagation with reference to horticulture. Setting trees, tillage and culture. The farm and home garden; significance of birds and insects, enemies of plants. Spraying and other methods of combating this.

Forestry.—Significance and method; wood as a farm crop. The ornamental garden; minor field crops.

Animal Industry.—Feeds and feeding; food elements and materials; digestibility of feeding; standards; balanced rations.

Swine, sheep and poultry. Types and breed; care and products.

Dairying continued.

Field and Laboratory Exercises.—(See directions under Ninth Year.)

Text.—Warren, Principles of Agriculture, with collateral reading.

ELEVENTH YEAR.

Farm Management.—Farming as a source of income. Opportunities and character of farming in various sections.

The selection and purchase of a farm. Titles and legal considerations. Tenures.

Planning a farm; location of fields, roads, buildings, etc.

Systems of cropping; specialized production.

Equipment: Proportion of capital to be invested in various departments; essentials and non-essentials

Labor and its management.

Marketing.

Records and accounts; farm bookkeeping; inventories.

Coöperation and community factors in success.

Teacher's Text.—Warren and Livermore, Laboratory Exercises in Farm Management. Millican-Gale.

Five 45-minute recitations or exercises per week throughout school year.

ELEVENTH AND TWELFTH YEARS.

Remunerated Work of a Supervisory of Responsible Character.—In connection with the necessary work of the institution, academic credit for one unit will be given for work in any of the following or similar lines on conditions defined in the Manual: Charge of one or more field crops, garden, or orchard, or school grounds, or stock, or poultry; dairy work; care of fences, roads, bridges; work as assistant in laboratory and field; teaching agriculture in lower grades; independent farming on small scale.

Equivalent of fifteen 45-minute periods.

Biblical History

EIGHTH YEAR.

Biblical History Taught Biographically.—The course will cover the chief characters of the Old and New Testaments and the life of Christ.

Text-Books.—Leaders of Israel, Parts I and II; Leaders of the New Testament, Parts I and II, in Pilgrim Graded Lessons; Intermediate Series (Pilgrim Press, Boston); and Gates, Life of Christ.

Two 30-minute periods per week throughout school year.

TENTH YEAR.

The intensive study of Hebrew History, especially from the fifth to the twelfth centuries, will come in its chronological order, after the study of the ancient world is begun. It will be pursued with the same accuracy and definiteness as the study of the other nations, the immediate aim being intelligence. The spiritual message will be most emphatic if the facts are clearly presented and allowed to speak for themselves.

Text-Book.—Kent, Historical Bible, Founders and Leaders of Israel, and Kings and Prophets of the United Kingdom.

Five 45-minute periods per week—one-half year.

Chemistry

NINTH YEAR.

The principal elements and their compounds, with reference to their importance in agriculture and the home-making arts; chemical terms and formulas.

During the second half-year, the course will divide into an elementary treatment of the chemistry of soils and fertilizers, and an introductory view of plant life *for boys*, and of chemistry as involved in the household processes *for girls*, including such topics as combustion; water, cleaning, bleaching; acids, bases, and salts; cooking; food constituents and adulterations; plant life; digestion; lighting, heating and plumbing.

Text-Books.—Snyder, Chemistry of Plant and Animal Life (pp. 1-154); Dodd, Chemistry to the Household.

Two 45-minute periods per week throughout school year.

TENTH YEAR.

Agricultural Chemistry.—Constituents of plant life; chemistry of growth; composition of fodder, cereals, roots, tubers, and fruits; chemistry of fermentation and digestion, applications, and nutrition and feeding of animals and man.

Text-Book.—Snyder, Chemistry of Plant and Animal Life (pp. 154-398).

Two 45-minute periods per week throughout school year.

Cooking and Household Practice

SEVENTH YEAR.

Equipment and care of the kitchen, sink, garbage, closets, tables; study of various kinds of stoves and ranges; the comparative value of fuels; weights and measures; cereals, potatoes, fresh and dried fruits, eggs, milk, quick breads, flour pastes (Williams and Fisher, chs. i-iv); vegetables (pp. 235-248); beverages (pp. 308-314); simple meat dishes (pp. 144-192); simple desserts (pp. 263-276). Planning, cooking, and serving a simple breakfast.

Three 45-minute periods per week.

DOMESTIC SCIENCE HALL

STEAM LAUNDRY

EIGHTH YEAR.

Cooking.—Care of table linen and dishes; laying table for different meals; waiting, clearing table and washing dishes; temperature and time of cooking; providing materials for meals, calculaing cost, preparing menus. General principles involved and the making of yeast bread, white and brown; rolls, muffins, coffee, spice, and raisin bread; soup making, with and without meats; purees from beans, peas, and other vegetables, with and without meat; stews, hashes, and minces; simple meat dishes, simple desserts; chicken, cleaning and cooking in various ways; bacon, boiled and fried; beverages; cooking for infants; desirable and undesirable food for infants; the comparative value of mother's milk and cow's milk; modified, pasteurized and sterilized milk; care and choice of bottles; dangers from milk. Planning and serving simple lunches and dinners.

Housekeeping.—Care of the house and its furnishings; practical work in cleaning floors, windows, woodwork; care of bedrooms, dining room and living rooms, bathroom and kitchen; care of silver and other metals; renovation of household furnishings.

Three 45-minute periods per week.

Text.—Williams and Fisher, Elements of the Theory and Practice of Cookery.

References—Wilson, Handbook of Domestic Science and the Household Arts; the Profession of Home-making; Holt, Care and Feeding of the Child.

NINTH YEAR.

Cooking.—Study of food combinations; different applications of heat to foodstuffs; cooking and typical foods, representing proteids, fats and carbohydrates; preservation of food by sterilization; other methods of preservation, wholesome and unwholesome; canning fruits and vegetables of the season; serving, continued; adaptability of different materials; breads, cakes, vegetables, sauces, croquettes; utilizing left-overs; principles and methods of freezing ices and ice cream. Planning and serving a simple dinner.

Food Study.—Nutrition, digestibility, cost, place in diet; chemical changes in cooking; sources and preparation of various articles of food found in the markets. Animal foods, meat, fish; animal products, milk, butter, cheese, eggs; vegetable foods, roots, tubers, green vegetables, fruits, nuts, legumes, cereals. Qualitative tests as to food constituents; composition, cost, and nutritive value. Processes of manufacturing cereals, flours, sugars, cheese, spices, tea, coffee, cocoa. Methods of preparation of foods for commercial purposes, drying, salting, smoking, use of antiseptics and preservatives, refrigeration.

Five 45-minute periods per week.

Laundry Work.—Water, kinds, treatment of hard water; soaps, alkalis; blueing; starches; bleaching agents, preparation, use, explanation and demonstration; sorting clothes; removal of stains;

preservation of color in fabrics; irons; laundry utensils, including machinery; practical work in washing, ironing and folding bed, table and body linen; flannels; cotton materials, lingerie and tailored shirtwaists; neckwear; dresses, renovating, cleaning and pressing cloth suits, silk waists, ribbons, laces.

Two 45-minute periods per week.

TENTH YEAR.

Cooking.—The use of sugar as a preservative; selection and preparation of fruits and jars for jelly and jam; making jelly and jam according to season; pastry; pies and tarts; salads, meats, fish, vegetables, fruits, desserts, cakes, cookies. Practice in preparing and serving meal combinations within a given time, for a prescribed number of people, at a certain cost. Serving, continued; cookery for children and invalids, refreshing drinks, liquids, soft solids, arranging tray; combinations of food for diseases requiring dietetic treatment.

Dietetic Review of food constituents and their functions and application in nutrition; physiology of digestion; experiments in salivary, pancreatic and gastric digestion; assimilation of the digested products; excretion of waste products; study of dietary standards; dietaries; selection of food for persons of various ages and occupations; computation of dietaries of equal nutritive value, but at widely varying prices, for individuals or groups.

Three 45-minute periods per week.

Home Management.—Site, plans and structure; building materials; sanitary standards; inspection of illustrative buildings when possible; house furnishing, heating, plumbing, ventilation, lighting, water supply, disposal of waste (Hough and Sedgewick, Elements of Hygiene and Sanitation, chs. xxix-xxx). House decoration; purpose of decoration; floors and walls, treatment; color; coverings, adaptation to size; lighting and means. Furniture, kind suited to home and means; styles; amount necessary and useful. Curtains, draperies, considering locality and seasonal variations. Ornaments and pictures, general principles which should govern their distribution, with special reference to local use and abuse of these principles (Daniels, Furnishing a Modest Home). House cleaning; elimination of household pests (Wilson). Household and personal accounts (Haskins, How to Keep Household Accounts). Marketing; theoretical instruction; visits to markets when possible to see demonstrations in meat-cutting, judging of fish and poultry, vegetables; dry groceries, instructions in purchasing, wholesale and retail. Each student should be provided with a note book wherein all the enumerated steps are taken theoretically, with the help of catalogues, from drawing the plans to entirely furnishing and decorating a home, within a given cost.

Two 45-minute periods per week.

ELEVENTH YEAR.

Cooking.—Responsibility under supervision both for planning, management and practice, involving a review of the first two years' work; practice in cooking and serving meals; cooking in large quantities; selling the product; may be offered in the following lines as the facilities of the school permit:

Institutional Cooking.—Work as matron's assistants, planning, cooking and serving for large numbers in school boarding departments or noon lunch rooms.

Dormitory or laundry supervision.

Group housekeeping, in model homes.

Laboratory assistants, with practice in teaching Domestic Science.

Fifteen 45-minute periods per week.

Home Nursing.—Sick rooms and furnishings; ventilation; simple ailments; symptoms of disease; care of the patient, adults, children, infants; making and changing bed; lifting and handling patient; baths and bathing; giving of medicine; purgatives, enemas, douches, poultices, fermentations; precautions and preventions; contagious diseases; poisons and antidotes; foreign bodies in eye, ear, nose and throat; disinfectants; emergencies.

One 45-minute period per week.

TWELFTH YEAR.

Cooking.—Work of the preceding year continued; arranging daily bill of fare throughout the year, six persons of various occupations at a prescribed cost. Banquet to director of department and other guests.

Drawing and Design

SEVENTH YEAR.

Study of plant, flower and print forms, rendering in outline and mass with pencil and ink-wash. Study of values. Still-life drawing.

Decorative composition from natural forms and objects.

Constructive drawing; instruments and conventions; geometric problems; working plans; a simple alphabet.

Design; exercises in balance, rhythm and harmony, with given spaces, units and arrangements, allowing slight modification by the pupil.

Applied design; use of decorative compositions, alphabet, etc., in making note book covers or posters.

One 45-minute period per week throughout the school year.

EIGHTH YEAR.

Continue the study of natural form and still-life and decorative composition. Use of water colors and crayon.

Constructive drawing; making working drawings of simple objects.

Designs; exercises in balance, rhythm and harmony. Development of harmonious color schemes from nature. Study and modification of plans for furniture and cabinet work.

Applied design. Surface decoration in color of objects designed.

One 45-minute period throughout school year.

NINTH YEAR.

Continue study of natural forms and still-life, and decorative composition. Add landscape and animal studies.

Constructive drawing; continue making plans, sections. Study of architects' drawings of water, heating and sewerage systems of a modern house.

Design; exercise in balance, rhythm and harmony continued.

Applied design; embroidery and decorative needlework patterns.

One 45-minute period throughout school year.

TENTH YEAR.

Continue picture and decorative renderings; all mediums.

Continue Constructive drawing; planning and working drawings of simple house.

Design; furniture and architectural details; surface patterns as involved in carpets and wall papers.

One 45-minute period throughout school year.

References.—Art Education Course (Prang Education Co., 3-book series), Advanced Book, Art Education Course for High School (Prang Educational Co.). Applied Arts, Drawing Books VII and VIII (Atkinson, Mantzner and Grover).

Mechanics

SEVENTH YEAR.

Woodworking.—Use and care of hand tools. Fundamental processes taught by progressive exercises.

Making wooden parts of farm tools and implements, racks and receptacles for produce, stakes and markers for experimental plots, racks and apparatus for agricultural laboratory, simple objects of domestic use of house furnishing.

Three 45-minute periods per week throughout school year.

Ironworking.—Use and care of blacksmith's tools and shop. Drilling and bending. Use of dies, punches, screw plates and taps. Forge practice; progressive exercises. Sharpening tools.

Making and repairing iron parts of farm tools and implements, hinges and fastenings for barn doors and gates.

Two 45-minute periods per week throughout school year.

EIGHTH YEAR.

Woodworking.—Construction of gates, doors, fences, bridges, poultry houses and other small farm buildings and accessories; study of structural principles and approved models, repair of implements and vehicles.

Two 45-minute periods per week throughout school year.

Bricklaying and Concrete Work.—Simple piers and foundations; use of concrete in farm construction.

Ironworking.—Forge practice continued; ironing and repairing wheelbarrows and carts; theory of horseshoeing, with observation; cutting and fitting water pipes and fixtures.

Harness Repairing.—Simple tools and processes.

Three 45-minute periods per week throughout school year, divided between ironworking, bricklaying and concrete work and harness repairs.

NINTH YEAR.

Agricultural Group.

Carpentry.—Construction of farm buildings; framing and details for simple work; study of plans.

Three 45-minute periods per week throughout school year.

TENTH YEAR.

Agricultural Group.

Machine Study.—Care and operation, taking down and assembling farm machinery, power machinery; study of steam and gasoline engines; adjustment of pulleys, belts, shafting, etc.

Water, drainage, and sewerage; disposal system for rural conditions.

NINTH YEAR.

Mechanical Group.

Carpentry and Bricklaying.—Construction of farm houses and buildings; cutting and framing; roof construction; framing of rafters and gutters; setting door and window frames; weatherboarding; shingling; laying floors; ceiling and wainscoting. Foundations, flues, and chimneys.

Blacksmithing and Wheelwrighting.—Making wood and iron parts of machines and vehicles from drawings and patterns; repairing and assembling; wheel repairs and tire-setting; horseshoeing.

Machine Study and Farm Engineering.—Care and adjustment of pumps and water-heating systems. Taking down and assembling, care and operation of farm machinery. Sawmill work. Drainage systems and disposal of sewage.

Nine 45-minute periods per week throughout school year.

TENTH YEAR.

Mechanical Group.

Carpentry.—Interior details and finish; stairway; porches, laying finish floors; fitting and hanging windows and doors; putting in hardware, wood finishes, cabinet work and built-in furniture.

Blacksmithing and Wheelwrighting.—Continue Making parts and repairs; building wheelbarrows, carts and light wagons; painting and finishing.

Machine Study and Farm Engineering.—Power as applied to farm machinery and processes. Study and operation of steam and gasoline engines. Installation of machinery and adjustment of pulleys, belts and shafting.

Twelve 45-minute periods per week throughout school year.

Mechanical Drawing

SEVENTH YEAR.

Use of drawing board, T-square and triangle. Drawing lines and simple construction. Principles of working drawings; conventions. Free-hand working drawings from objects. Making working drawings of shop projects to scale. Two views. A simple alphabet.

EIGHTH YEAR.

Making working drawings of shop projects throughout the year. Simple joints and structural details. Design; individual modification of model plans within limits set by instructor. Principles of simplicity; structural sincerity; proportion and refinement of line.

Geometric problems; constructive drawing based on mensuration; problems in arithmetic.

NINTH YEAR.

Theory of orthographic projection; exercises, sections and intersections of solids.

The pupil will elect further work in harmony with his mechanical specialization, as follows:

Carpentry.—Architectural drawing; free-hand and mechanical perspective. Design and working drawings for simple buildings.

Blacksmithing, Wheelwrighting, and Machine Study.—Development of surfaces. Drawing patterns and machine parts.

TENTH YEAR.

Carpentry.—Design, working plans, specifications and details for simple rural home and farm buildings. Estimates, contracts, and building laws.

Blacksmithing and Wheelwrighting.—Continue pattern drawing. Complete working plans and details for simple vehicles.

Machine Study and Farm Engineering.—Continue drawing of machine and engine parts. Design and working drawings for rural water system and farm shop with power transmission. Plotting surveys, terrace and drainage systems.

Home Economics.

Household Mechanics.—Use of simple tools necessary in minor household repairs. Lessons in mending locks and latches; hanging doors; setting glass; mixing and applying paints; renewing pump faucet valves; furniture cleaning and refinishing; chair caning; upholstery; cobbling, with a view to preventing the deterioration and waste of household material and making the family independent of the paid mechanic in such matters.

ELEVENTH AND TWELFTH YEARS.

Competent students will be assigned to the industries which they have specialized for responsible suitable work, such as carpentry, cabinet making, repair of school furniture, shop supervision, care of water, heat, and plumbing, running engines and machinery; farm repairs; blacksmithing, etc.

Physical Science

EIGHTH YEAR.

The course consists of a series of concrete studies of applications of physical law, with very simple generalizations and a few calculations. To quicken curiosity, aid observation and analysis, and give experience in manipulation, is the object of the course, rather than to understand the formulas and mathematics of physics. It should be closely related to practical farm work and shop exercises. Nothing should be studied which cannot be examined locally in actual use (including a study of draft vehicles).

The pendulum, machines, the pulley, lever, wheel and axle, including plane, screw and wedge; efficiency vs. friction in vehicles, washing machine and food grinder; lathe and farm machine; the fountain, the hydraulic press; atmospheric pressure, suction and force pumps; water systems; heating, stove, furnace, hot water and steam; ventilating systems; steam and gas engines; spectacles and the camera; electric bells and the telephone.

Study of materials; characteristics of wood and iron.

Sewing

SECOND YEAR.

Cord and raffia work; knotting, braiding; chainwork; weaving over reed.

Sewing; canvas, with worsted. (Worsted, needles, thimbles.)

Two 20-minute periods per week.

THIRD YEAR.

Simple basketry; reed and raffia.

Sewing; canvas, with worsted. Elementary stitches (basting running stitch). (Ginghams; cotton, No. 40; needles, No. 7.)

One 30-minute period per week.

FOURTH YEAR.

Overhanding, hemming, gathering, sewing on buttons, patching, buttonhole stitch.

Workbag, apron, doll's clothes.

One 30-minute period per week.

FIFTH YEAR.

Buttonholes, mending, stocking darning, cutting and making undergarments (preferably children's, on account of the size). Rudimentary instruction in the use of the sewing machine, when it is advisable for the pupil.

One 60-minute period per week.

SIXTH YEAR.

Estimating quantity of material; sewing on buttons, hooks and eyes; mending, stocking darning; use of patterns; cutting and making neckwear and undergarments (full size); instruction in the use of the sewing machine.

One 60-minute period per week.

SEVENTH YEAR.

Planning of material, color schemes and cost; care of clothing, brushes, hangers, drawers, closet; cutting and making under-garments and children's dresses; lengthening and repairing dresses; instruction in the use of sewing machine attachments.

Four 45-minute periods per week.

EIGHTH YEAR.

Cutting and making garments (by bought patterns); unlined cotton shirtwaists, children's dresses and undergarments; simple embroidery, white applied on white; fancy aprons; neck-wear; instruction in the use and choice of material, with reference to cost and needs; planning how to spend a prescribed sum most advantageously in buying a summer wardrobe for a girl of fifteen years.

Four 45-minute periods per week.

NINTH YEAR.

Selection and use of materials; cutting, basting, stitching underwear and plain shirtwaists, cotton skirts and dresses; making over dresses; hand and machine sewing; study of color and design; application of simple embroidery stitches to household and personal linen; planning how to spend a certain sum most advantageously in buying a winter wardrobe for a girl of sixteen years. Each student shall make for herself one set of underwear and one shirtwaist.

Four 45-minute periods per week.

TENTH YEAR.

Sewing and Dressmaking.—Choice of materials; cutting, hanging, facing, trimming skirts, with understanding of the principals involved in changing fashions and designs; making tailored and lingerie shirtwaists; cutting, fitting and trimming cotton dresses; talks on form, line and proportions, in relation to drafting and trimming; renovating materials; planning a wardrobe for a girl of sixteen years; study of color and design; application to household and personal use.

Each student shall make for herself a tailored skirt and a wash dress.

Millinery.—Talks on color, materials, and textiles; making buckram frames; wiring, binding, folds, facing, tucks, puffed edges, drapery, bows of all kinds, steaming and mirroring velvet; hemming and steaming crepe; making wire hats from measurements, bonnets, retrimming and making hats from old materials.

Four 45-minute periods per week.

ELEVENTH YEAR.

Sewing and Dressmaking.—Specialized sewing according to the demands of the school; dressmaking for teachers and pupils, etc., with practice in the teaching of sewing in the grades five or twelve; trade in dressmaking; study of fabrics; drafting skirts, waists, sleeves, etc., from measurement.

Each student shall make for herself a tailored suit of either linen or wool.

Millinery.—Talks on color, form and line; study of manufacture of silk and other materials; toque and turban trimming; children's hats; retrimming and renovating materials; making mourning hats; draping veils; copying and designing.

Fifteen 45-minute periods per week.

Each student shall have the priviledge of trimming hats to order, under supervision, one-half the remuneration to go to the student, the other to the school.

Reference.—Amy Reeve, Practical Home Millinery.

TWELFTH YEAR.

Specialized sewing of the eleventh grade continued. Work in dressmaking, involving drafting, cutting, fitting, pressing garments of all kinds; drafting coats of different styles, having various kinds of collars and pockets. Planning wardrobe for (a) child of four years; (b) child of ten years.

Each student shall make her graduation dress.

Fifteen 45-minute periods per week.

THE MODEL SCHOOL, our new Primary and Intermediate building, is located about 200 feet north of the Manual Training Building near the ball park.

It is a two-room school building with two cloakrooms and a library, built on North Carolina State plans. The first to the fifth grades report to school in this building. Ample playground is provided, each for boys and girls, with playground equipment consisting of three swings, a May pole swing, teeter board and horizontal bar. This equipment will be added to year by year.

In the rear of the building, a fourth of an acre is planted in Children's Gardens, each child having an individual plot. In connection with the garden, a concrete hotbed 6 by 12 has just been completed. Flowers and shrubbery, both rare specimens and the native wild flora and hedges, will adorn the lawn and grounds.

A large United States Flag floats from a twenty-foot pole in front of the building.

Altogether, this small plant promises to be a Model School for our boys and girls and to be an inspiration to the rural school of our community.

BEARD HALL

STOREHOUSE

Miscellaneous

Organization

Joseph Keasbey Brick Agricultural, Industrial and Normal School was organized in 1895 by the American Missionary Association.

Location

The school is situated on the east side of the Atlantic Coast Line, the principal railroad between New York and Florida. It is three miles south of Enfield, and twenty-two miles south of Weldon. From a geological point of view the location is full of interest. The soil is composed of alternate layers of sand, clay, and gravel. Below this we find marl in abundance. The section was doubtless washed by the waters of the Atlantic Ocean. Fossils of submarine animals may also be found. Huge boulders are left here and there to remind us that some powerful force has been at work. Vegetation is luxuriant. Almost every tree and plant in this zone may be found here.

Historically considered, no section of the State has more interest than the three counties, Edgecombe, Nash and Halifax, which join our school farm. It was the seat of the aristocracy of the State. The community is proud of its sires and their deeds.

The climate is mild, the water excellent, and all the surroundings are healthful and good. Fishing Creek, which is a navigable stream, affords an excellent opportunity to students and teachers alike, who have time and taste for fishing. It winds around our farm for nearly two miles. Students who are seeking a quiet retreat for study can find no better location in the State than the Brick School.

Healthfulness

We attribute the good health of the place to the following causes: Good water, pine trees about us, cleanliness of the yards and buildings, and to the fact that no accumulations of dirt and

filth are allowed to collect in the ditches. The ditches are kept open and the swamps are kept cleared so that the sun can reach the earth.

Aim

The aim of the school is to teach young people to respect themselves and to respect others, to form true ideas and correct habits of life; to give them that mental discipline which, when combined with the industrial, will fit them to fill, with honor and proficiency, the practical and responsible places in the homes and in the various communities where they may live. There was a time when the Negro did practically no thinking for himself.

Membership

For membership in this school applicants must have a good moral standing. Those from abroad should bring letters of satisfactory recommendation.

Day students and boarders are under the same general regulations of the school. All students should be present at the beginning of the school year and remain the entire school session, if possible.

For a student to retain his place in his class all lessons lost for any reason must be made up. Those who do not make up lost lessons will not be allowed to take the term examinations, and hence will not be promoted. Students absenting themselves from examinations will be required to take such examinations before being promoted, and a charge of twenty-five cents will be made for the same.

Students from abroad are advised not to travel on the Sabbath. Those who intend to leave school during the session should notify the Principal.

Students are required to attend the industrial classes with the same regularity as they do their other classes. They must provide their own books.

Firearms, snuff, tobacco, intoxicants, and profanity will not be allowed on the grounds nor tolerated in any way. Students are not expected to leave the school grounds without an excuse from the Principal or the matron of the hall in which they live.

Religious

Aside from the Christian societies mentioned below, the school has preaching once each month. Weekly meetings are held every Sunday night, led by one of the teachers.

The Societies

The Young Men's Christian Association is conducted entirely by the young men of the school. They have their meeting every Sunday morning and their various committees have done very much to help the people in the surrounding communities.

The Y. W. C. A. is conducted by the young ladies of the school. They have their meeting every Sunday afternoon.

There are five King's Daughters' circles, which are conducted by the lady teachers. They meet at a convenient hour during the week.

The Christian spirit of the entire school is very much strengthened by these organizations.

Sunday School and Sunday evening prayer meetings are maintained through the year. The day teachers teach the Sunday School classes, and the gentlemen teachers take their turn in leading the Sunday evening prayer meetings.

All students are required to attend the Sunday School and the Sunday evening meetings, unless they are excused by the matron.

Those who are not in the boarding department are encouraged to attend similar services at their own churches.

Rules

Few rules need be given—only such as should govern every well-ordered home. None will be given that may not be embraced in the Golden Rule: "Do unto others as you would that others should do unto you."

It is expected that these rules include:

1. Neatness of person and dress.
2. Purity of word and of behaviour.
3. Cleanliness of desks, books and rooms.

4. Students defacing the walls or furniture of any of the buildings, dormitories, shops or barn, either with knives, nails, pencils or crayons, are liable to suspension.
5. Courteous bearing to teachers and fellow-students.
6. Punctuality in every duty.
7. Earnest devotion to school work.
8. Quietness in all movements.
9. Respect for the rights of others in all things.
10. Obedience to the laws of love and duty.

Those who enter the school are expected to accept these regulations and abide by them at once. Those who cannot abide by them will not be retained in the school, and they may be suspended, as the Principal and teachers think best.

Dress

It would be well for all students to provide themselves with rubber overshoes and rubber cloaks and coats for rainy weather. It is a fact that most of the sickness we have had in our school has been on account of the need of comfortable clothes to keep the body warm.

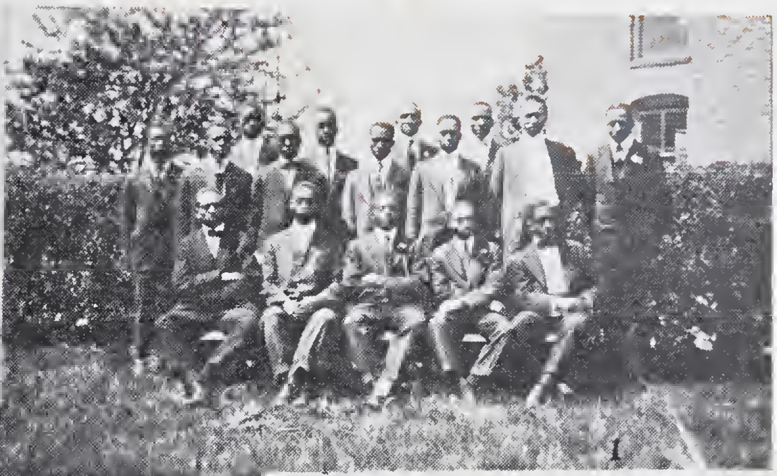
We advise that at commencement all the young ladies wear plain white dresses, with a ribbon belt.

We shall not allow students *upon any occasion* to wear *silk waists, satin waists,* or dress skirts of either material. Expensive or elaborate trimmings of any kind will be forbidden. We expect students to be dressed comfortably and *modestly.*

It will be well for parents to note carefully these remarks as they prepare their daughters for school.

Literary Societies

The students have a literary society which meets once every two weeks. At each meeting a program is rendered, consisting of debates, orations, essays, reading, etc.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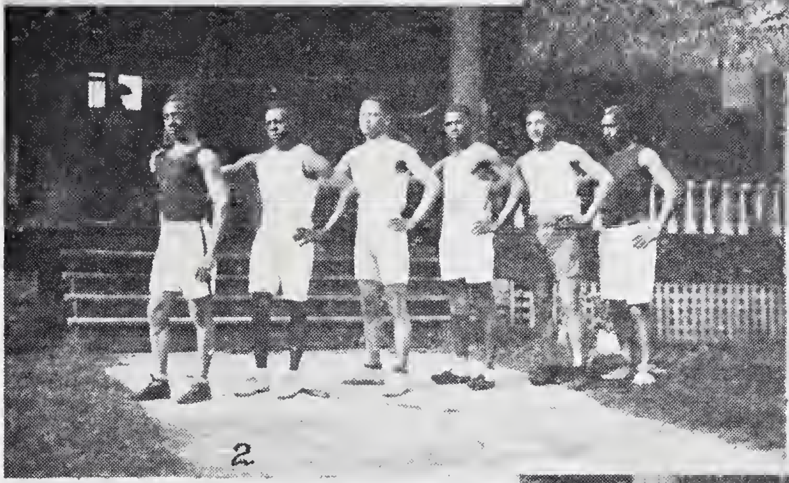
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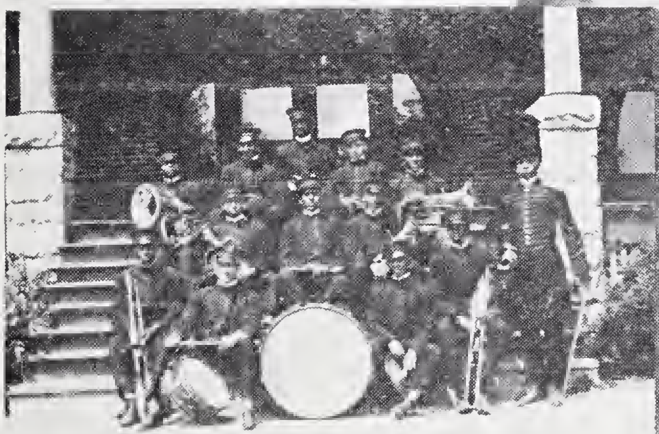
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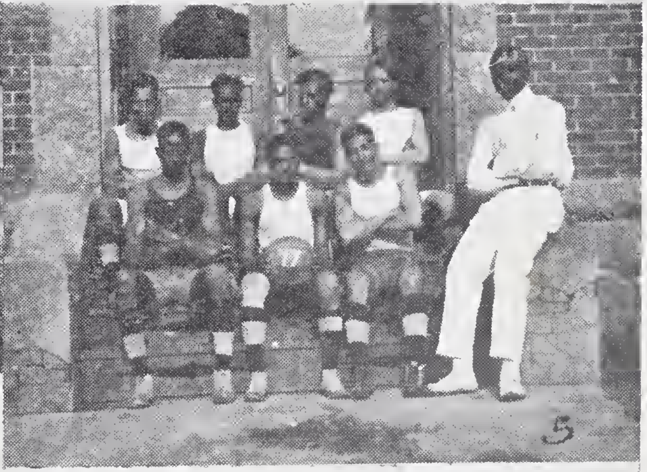
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Y. M. C. A. FEATURES

Expenses

Tuition in Elementary grades, per month	$ 1.25	$2.00
Tuition in High School, per month	2.00	2.50
Tuition in Teacher-Training Course	2.00	2.50
Tuition in Instrumental Music, eight lessons per month	2.00	
No student will be allowed to take music less than full time of eight monthly lessons.		
Board, including room, heat, light, and washing, per calendar month, payable on the date of entry	12.00	
Extra Examinations, each	.25	
Medical Fee, which insures the attention of a physician in case of sickness, but does not include medicine or drugs	2.00	
Incidental Fee (boarding students)	1.00	
Recital Fee	1.00	
Library Fee	.25	
Laboratory Fee, for Grades 9, 10, 11, per year	1.00	
Athletic Fee, each student, per year	.50	
Sewing Deposit, for girls in Grades 5 to 12, to cover cost of material	2.00	
Domestic Science Fee	2.00	

The charges for board are $12 per month, or $96 for the school year. This does not include the fees for tuition, which are $1.25 and $2 per month. No reductions are made in tuition or board for vacations or temporary absence by the student for a few days.

Students who know at the beginning of the month that they are expecting to be in the boarding department for less than a month may pay their board at the rate of 50 cents per day. [illegible]

Students paying tuition by the week will be charged on the ~~basis of $1.70 and $2.20 per month.~~ Those who pay for board by the week will also be charged a higher rate than those who register for the full month.

Incidental Fees, covering cost for board and registration, as above, for High School	$19.75	$24.25
Incidental Fees, covering the cost of board and registration for Elementary students, as above	18.00	22.75

All boarding students will be required to bring with them two sheets, two pillow-cases, two blankets, and a white spread.

Students must furnish their own towels, soap, table napkins, window shades, and sash curtains. We prefer to have the window shades purchased through the School, so that all shades will be uniform in color.

General information concerning the School may be found by reading the catalogue, a copy of which will be sent on request. Any point not clear, or concerning which further information is desired, will be cheerfully given by the Principal.

All students are required to pay full board in advance the first month, whether they expect to work out a portion of their account or not.

No student should come to the school expecting to pay all or a part of his expenses in work without previous correspondence with the Principal.

Students who leave the school during the session, without an excuse from the Principal and a statement of their financial standing from the Treasurer, will be considered dishonorably dismissed.

Remittances in payment of bills should be sent directly to the school authorities and not to the pupil.

Time lost on account of sickness or bad weather must be paid for or made up by those who are given a chance to pay a part of their expenses in work.

Those who are given an opportunity to work out a part of their expenses must perform the work assigned to them at regular hours.

No student will be registered in the day school or in the boarding department for a shorter period than a month. Money will not be refunded to students who leave before the first month is up, except in cases of actual sickness.

Students must furnish their own towels, soap, table napkins, window shades and sash curtains.

General Information

Books will not be sold on credit. The medical fee of one dollar must be paid when the student registers at the Treasurer's office. *All bills are payable strictly in advance on the first day of each month.* When parent's and students receive statements of their accounts they should comply with the regulations and make remittance at once. Remittances in payment of bills should be made by postoffice or express money order, bank draft, check, or registered letter. Money orders and drafts should be made payable to T. S. Inborden, Principal, or Benj. L. Taylor Treasurer.

All books used in the school may be obtained at the Treasurer's office for *cash*.

All students in the boarding department are expected to work one hour each day without remuneration, except the general privileges of the school.

Boys who wish to pay a part of their expenses in work must provide themselves with overalls.

Students wishing letters of honorable dismissal from the school should settle all bills before asking for such letters.

Student's who wish to join the work department of the school are requested to read carefully what is below under "Special Opportunities," and write to the Principal or Treasurer, stating whether they can comply with those regulations.

Bricks, the name of the school station, is a regular stop for trains 33 and 34 of the Atlantic Coast Line Railroad. Those coming to the school should take these trains when it is convenient to do so, as it will save expense and time. Those who come on these trains should notify the conductor before getting to Enfield or Whitakers that they wish to get off at Bricks. Passengers should also ask the conductor to have their baggage put off at Bricks. Bricks is three miles south of Enfield and three miles north of Whitakers. The fare from either Whitakers or Enfield to Bricks is ten cents. By consulting a time table of the Atlantic Coast Line Railroad, passengers will see what connections can be made with the trains that stop at Bricks. All money orders should be drawn on Bricks.

Special Opportunities

The school owns a farm of 1,129 acres. Ten or fifteen young men, by working on this farm, receive all the privileges of the boarding department, including furnished room, heat, light, and washing; the advantages of the night school, and the opportunity of earning from eight to ten dollars per month, to be placed to their board account when they enter the day school.

Work students are required to stay in the work department one year from the time of entrance. Such students must be over sixteen years old, healthy, and able to do farm work. They should come prepared to buy their books. Work students who do not abide by the regulations and who do not give satisfaction in their work will not be retained in the school, and on *being sent away forfeit their right to their earnings.* What they earn is not transferable, but must be used to pay their board bill while they are in school. No fixed sum is guaranteed to students for their labor. Their work is valued according to the kind done and the spirit with which it is done. All work is instructive and methodical and under the supervision of experienced teachers.

All girls who make application to enter the work department or wish to work out any part of their expenses, must come provided with at least four aprons.

Boys who enter the work department should have enough money to supply themselves with clothes and shoes for a year.

As a guarantee of good faith, students on filing application to enter the work department are required to send sufficient money with the application to cover the cost of the following items:

Medical fee	$2.00
Books	2.75
Incidental fee	2.00
Library fee	.25
Athletic fee	.50
Total	$7.50

If the applicant does not come the money will be refunded.

To Parents

Parents are invited to visit the school from time to time and note the progress of their children. They should unite with the teachers in enforcing prompt and regular attendance, in maintaining good order and discipline in the home, class-rooms, and on the public highways. They should see that their children give a reasonable part of their time to the preparation of their lessons while at home and under good conditions. They need quietness, a table, and a light.

When little troubles happen among children, as they often do, they should not be left for them to fight out on the roads, but parents should settle them in an amciable way.

Children can not progress in their studies when they are in all sorts of society, on the streets and elsewhere, at all hours of the night. They can not be advanced with their grades when they lose a third or half of the school year. They can not afford to lose a single day.

When you send money to the school always require your children to bring receipts, and keep these receipts; in doing so you keep up with your business. Never allow your account to run behind. It is easier to pay a small bill than a large one. When you can't possibly meet your obligations, do not send word by the children, but come yourself and make such arrangements with the school Treasurer as will give satisfaction.

No special dress will be needed for commencement. If the parents will write the Principal, he will advise what will be needed in the way of wearing apparel.

Do not keep your children out of school because you can not dress them as well as Mr. A. They can be clean and neat without finery. Brain does not always accompany fine clothes.

If you want your children usefully educated, a few things are absolutely necessary on your part—an early start, a sacrifice and a will.

For further information, write to

T. S. INBORDEN, *Principal,* or
................., *Treasurer.*

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ANNUAL CATALOGUE

JOSEPH KEASBEY BRICK
AGRICULTURAL, INDUSTRIAL AND NORMAL SCHOOL

1922-1923

BRICKS, NORTH CAROLINA

NCC

ANNUAL CATALOGUE

OF THE

JOSEPH KEASBEY BRICK

AGRICULTURAL, INDUSTRIAL
AND NORMAL SCHOOL

BRICKS, EDGECOMBE COUNTY
NORTH CAROLINA

WITH STATEMENT OF COURSES OF STUDY, EXPENSES
AND GENERAL INFORMATION

1922-1923

RALEIGH, N. C.
EDWARDS & BROUGHTON PRINTING COMPANY
1923

1923

JANUARY

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CALENDAR 1923-1924

1923

Wednesday, September 26—Fall term begins.
Thursday, November 29—Thanksgiving Day.
Tuesday, December 25—Christmas Day.

1924

Tuesday, January 1—Emancipation Day.
January 28-30—Semester Examinations.
Friday, January 31—Second Semester begins.
Easter Sunday—April 20.
Easter Monday—April 21.
Thursday, May 1—Founder's Day—Annual Picnic.
May 20-24—Final Examinations.
Wednesday, May 28—Graduating Exercises—School Closes.

THE SCHOOL IS UNDER THE AUSPICES

OF THE

American Missionary Association

CONGREGATIONAL ROOMS
287 Fourth Avenue, New York, N. Y.

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San Francisco, California.

Elmer Hall—Administration Building

OFFICERS AND TEACHERS

Thomas S. Inborden, M.A., *Principal*
W. Doyle Miller, A.B., *Treasurer*

Academic Department

Wolsey D. Gay, A.B.
Science

John H. Gordon, A.B.
Mathematics

Miss Anna E. Brown, Pd.B.
Geography and History

Miss Valley K. Redding, A.B.
Latin and English

Miss Sara H. Edwards, A.B.
Music

Elementary Department

Miss Louise Arrington
Sixth Grade

Mrs. Ernestine R. Saunders
Fifth Grade

Mrs. Lula R. Gay, A.B.
Fourth Grade

Miss Olivia N. Payton
Third Grade

Miss Hattie M. Dickey
First and Second Grades

Industrial Department

Joseph W. Saunders, A.B.
Manual Training and Director of Athletics

H. G. Forney
Farm Manager

Mrs. L. P. Sheaf
Preceptress of Benedict Hall

Mrs. Alice L. Davis
Laundry and Preceptress of Brewster Hall

Miss Mabel A. McKissacks
Domestic Arts

Mrs. Dorothy V. Miller, A.B.
Domestic Science

Miss M. V. Little.
~~Mrs. Dorothy V. Miller, A.B.~~
Matron Dining Hall

Mrs. S. J. E. Inborden, B.L.
Librarian

Miss Lucile McLendon
Methods in Elementary Education Teacher Training

GENERAL INFORMATION

Organization

Joseph Keasby Brick Agricultural, Industrial and Normal School was organized in 1895 by the American Missionary Association.

Location

The school is situated on the east side of the Atlantic Coast Line, the principal railroad between New York and Florida. It is three miles south of Enfield and twenty-two miles south of Weldon. From a geological point of view, the place is full of interest. The soil is composed of alternate layers of sand and gravel. Below this we find marl in abundance. Vegetation is luxuriant. Almost every tree and plant in this zone may be found here.

Historically considered, no section of the State has more interest than the three counties, Edgecombe, Nash and Halifax, which join our school farm. It was the seat of the aristocracy of the State. The community is proud of its sires and their deeds.

The climate is mild and the water excellent. All the surroundings are healthful and good. Students who are seeking a quiet retreat for study can find no better location in the State than the Brick School.

Buildings and Grounds

The school has a farm of 1129½ acres and 26 cottages and buildings. Eight of these buildings are made of brick and are steam heated throughout. Our dormitories will provide for more than two hundred students and teachers.

Admission

Application for membership must be made on application blank, which will be furnished on request. This application must be accompanied by a certificate of good character from the school last attended.

All students should be present at the beginning of the school year and remain the entire session. Promotions cannot be given those who do not cover the work.

School opens Wednesday, September 26th, and examinations will begin at 8:15 A. M. Boarding students should arrive on Tuesday, if possible.

All boarding students will be required to bring with them three sheets, two pillow cases, two blankets or quilts and a white spread. Students must furnish their own towels, soap and toilet articles.

It is requested that all students arrange their travel so as not to arrive on the Sabbath.

Students are required to pay full board in advance for the first month whether they expect to work out a portion of their account or not.

No student should come to the school expecting to pay all or a part of their expenses in work without previous correspondence with the Principal.

No student will be registered for a shorter period than one month.

Religious Privileges

Students are required to attend Sunday school and the weekly Sunday evening services, unless they are excused by the matron.

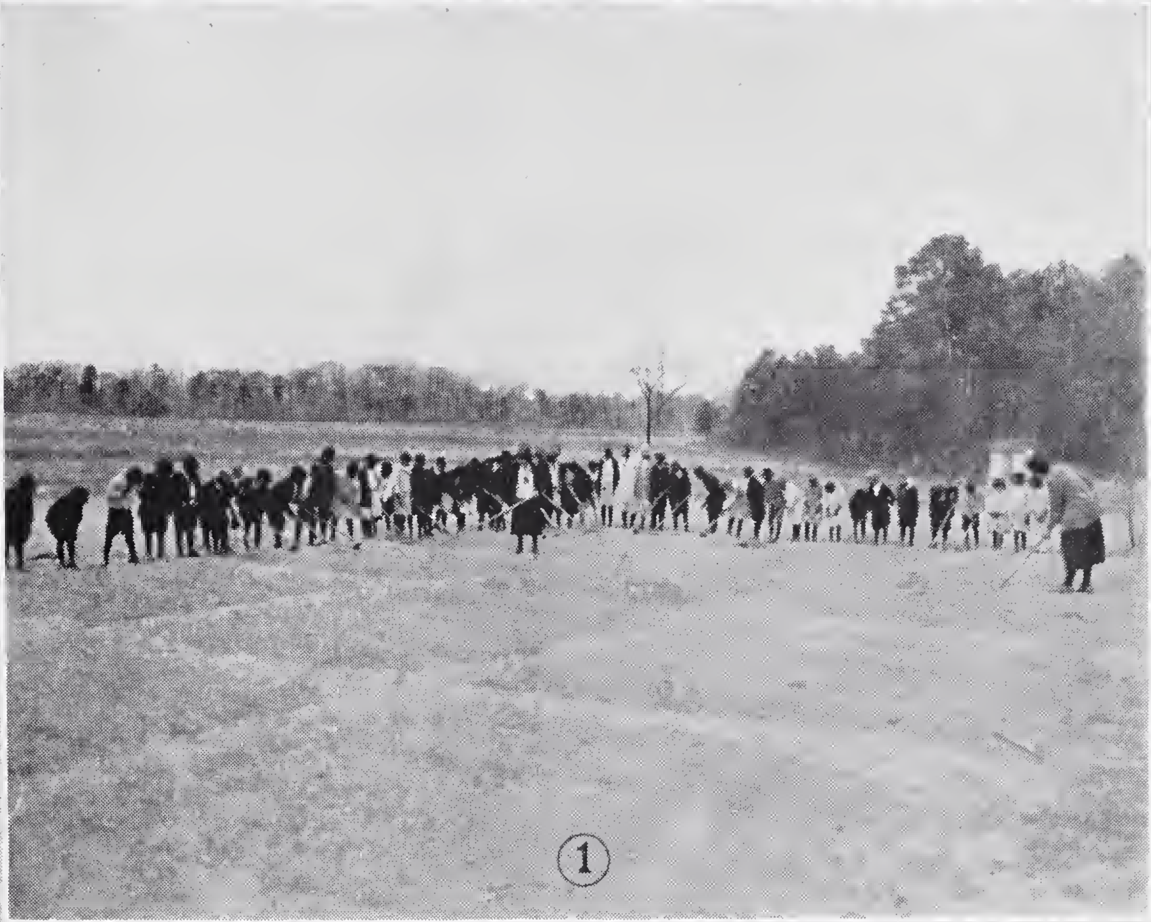
Those who are not in the boarding department are encouraged to attend similar services at their own churches.

Societies

The Young Men's Christian Association is conducted entirely by the young men of the school. The meetings are held every Sunday morning and their various committees have done much to help the people in the surrounding communities.

The Young Women's Christian Association is conducted by the young ladies of the school and they also have weekly meetings.

CLASSES IN AGRICULTURE



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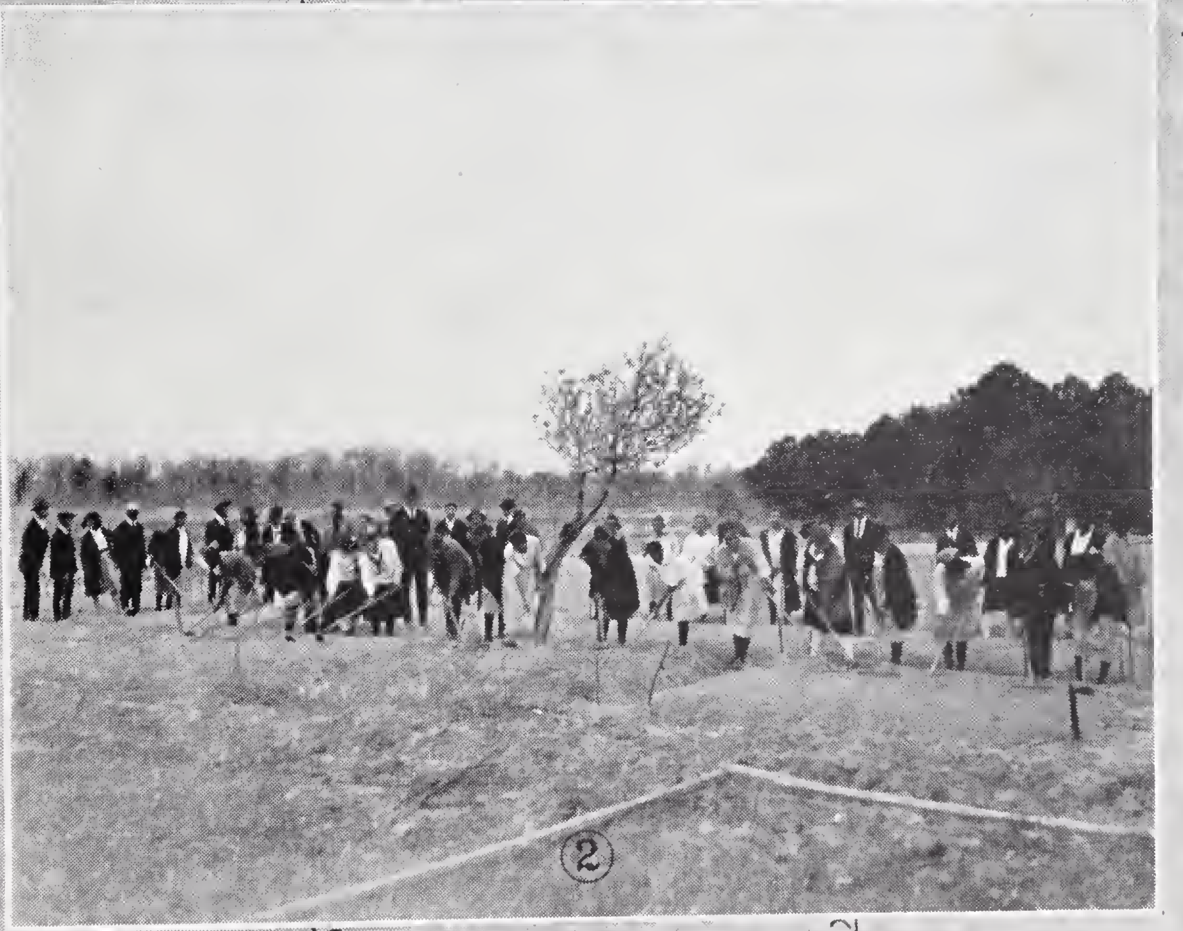

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The Christian spirit of the entire school is very much strengthened by these organizations.

There are also two literary societies which add to the mental development of the organizations.

Athletics

The school is a member of the North Carolina Intercollegiate Athletic Association and is strictly governed by its regulations.

All exercises that will contribute to the health, physical development and manly deportment of the students are encouraged.

The Athletic Director has general oversight of this work.

Regulations

Few rules need be given, only such as should govern every well-ordered home. None will be given that may not be embraced in the Golden Rule: "Do unto others as you would that others should do unto you."

Some of the rules include:

1. Neatness of person and dress.
2. Purity of word and behavior.
3. Cleanliness of desks, books and rooms.
4. Courteous bearing to teachers and fellow-students.
5. Punctuality in every duty.
6. Earnest devotion to school work.
7. Quietness in all movements.
8. Respect for the rights of others.
9. Obedience to the laws of love and duty.

Firearms, tobacco, intoxicants and profanity will not be allowed on the grounds nor tolerated in any way.

Card playing is not allowed in the school buildings or on the grounds.

No student is allowed to leave the grounds without permission from the principal or matron in charge.

Those who leave school during the session should notify the matron and principal and see that all accounts are settled at the treasurer's office.

Students wishing letters of honorable dismissal from the school should settle all bills before asking for such letters.

Those who enter the school are expected to accept these regulations and abide by them. Those who cannot abide by them will not be retained in the school, and they may be suspended as the principal and teachers think best.

Dress

The following rules are outlined to guide young women in the choice and selection of their clothing:

Rubber overshoes, raincoats or heavy overcoats, suitable for winter underwear and high top shoes must be provided.

Cotton and woolen stockings are recommended for school wear. Girls in boarding department will not be allowed to wear socks.

Simple wash and woolen dresses will be worn for school wear.

On special occasions all young women are advised to wear simple white dresses. Expensive or elaborate clothing, such as silks or satins, will not be permitted at any time. We expect students to dress comfortably and modestly.

Each girl in the sixth grade and above must have a white uniform, consisting of a cap and apron, for use in cooking classes.

Many garments may be made in the sewing room under the supervision of the sewing teacher.

It will be well for parents to note carefully these remarks as they prepare their daughters for school.

Expenses

The following fees are paid once each year by each boarding student entering the day school:

Medical Fee, which insures the attention of a physician in case of sickness but does not include medicine prescribed for	$ 2.00

Incidental and Recital Fee	$ 2.00
Library Fee (All students in grades 6 to 12	1.50
Athletic Fee	2.00
Sewing and Cooking Fee for girls in grades 6 to 12	4.00
Shop Fee for boys in grades 6 to 12	2.00
Laboratory Fee, grades 9-11 inclusive	3.00

The monthly charges for board and tuition are as follows:

Grades 1-6 with one hour's work daily	$16.00
Grades 1-6 with two hours' work daily	14.00
Grades 7-12 with one hour's work daily	16.50
Grades 7-12 with two hours' work daily	14.50

Students will be allowed to work one or two hours daily provided their work is satisfactory. If it is not satisfactory they must pay the sum of $18.00 per month. Students who do not wish to do any work at all will be allowed to pay the full amount of $18.00 per month. In cases where students' one or two hour work is not satisfactory they will be required to pay $18.00 per month.

No reductions are made in board for vacation or temporary absence for a few days.

Instrumental music is $2.00 per month extra.

The cost of books vary according to grades—usually from $5.00 to $10.00.

It takes from $35.00 to $38 to pay all charges for the first month and purchase books. After the first month the regular monthly charges for board and tuition are the principal items.

All bills are payable in advance on the first day of the month. Students who have not paid their accounts by the tenth of the month will not be allowed to attend classes until paid.

Remittances in payment of bills should be made by postoffice or express money order, bank draft or check or registered letter. Money should never be sent in an open letter. Money due the school should be sent direct to the treasurer of the school, and not to the student. A receipt will be sent immediately.

Charges to Community Students

The following charges are for students who do not in the boarding department:

Tuition in Grades 1 to 6, $2.00 per month.
Tuition in Grades 7 to 12, $2.50 per month.
Library Fee (Grades 6 to 12), $1.50 per year.
Laboratory Fee (Grades 9 to 11), $3.00 per year.
Registration Fee (for all on entrance), $1.00.
Sewing and Cooking Fee (for girls), Grades 6 to 12, $4.00 per year.
Shop fee (for boys), Grades 6 to 12, $2.00 per year.

Each year we take a group of young women and men who want to enter the work department for twelve months to earn credit for the next year. Students desiring to enter this department should write for leaflet on "Special Opportunities" and Application Blank for Work Students.

T. S. INBORDEN, *Principal*, or
W. DOYLE MILLER, *Treasurer*.

Y·M·C·A· ACTIVITIES

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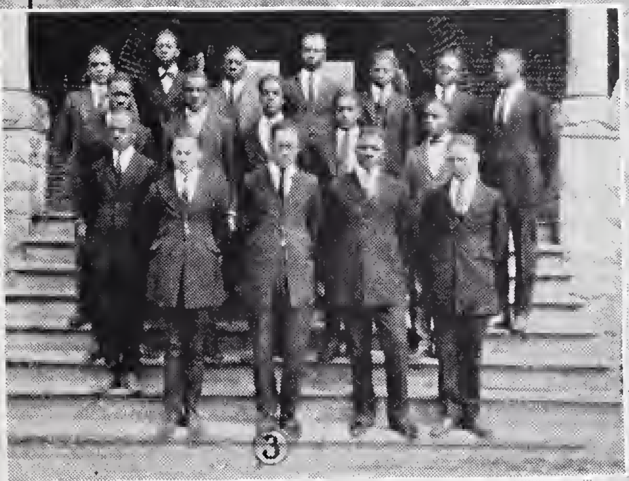
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Courses by Grades

FIRST GRADE

Reading—Child's World Series Primer; Child's World Series First Reader.

Supplementary—Story Hour Reader; Story Hour Primer; The Mastery of Words, Book I.

Arithmetic—Counting, Comparison, Measurement.

Language—Conversation, Story-Telling, Dramatization and single sentence work.

Hygiene—Health habits, physical training; Home Geography and children of other lands.

History—Indians and Eskimo Life.

Music—Progressive Series, Book I.

Writing—Palmer Method, Book I.

Practical Drawing, Book I.

SECOND GRADE

Reading—Child's World, Book I; Child's World, Book II; Story-Hour Reader, Book II.

Supplementary—Eskimo Twins; Cherry Tree Children; The Mastery of Words, Book I.

Arithmetic—First Journeys in Number 1 and second half-year.

Language—Emphasis on freedom of expression.

Hygiene—Keep Well Stories (Teacher's use).

Georgraphy—Around the World, Book I (Teacher's use).

History—Hero Stories and Primitive Peoples.

Music—Progressive Series, Book I.

Writing—Palmer Method, Book I.

Drawing—Practical Drawing Book II.

THIRD GRADE

Reading—Child's World, Book III; Story-Hour Reader, Book III.

Supplementary—Dutch Twins, McMurry's Robinson Crusoe; Mastery of Words, Book I.

Arithmetic—Wentworth-Smith, Book I.

Language—Good English, Book I.

Hygiene—Keep Well Stories.

History—History Stories of Other Lands. (Reference.)

Geography—Study of water and land formations; distance.

Music—Progressive Series, Book I.

Writing—Palmer Method, Book I.

Drawing—Practical Drawing, Book III.

FOURTH GRADE

Reading—Studies in Reading, Book IV.

Supplementary—Silent Reader, Book IV; Merry Animal Tales; Old Time Stories of the Old North State.

Language—Mastery of Words, Book I; Good English, Book II.

Arithmetic—School Arithmetic, Book I.

Geography—Essentials of Geography, Book I.

Hygiene—The Child's Day.

Writing—Palmer Method, Book I.

Drawing—Practical Drawing, Book IV.

Music—Progressive Series, Book II.

History—Little American History Plays.

FIFTH GRADE

Reading—Studies in Reading, Book I.

Supplementary—Silent Reader, Book V; The Eugene Field Book; Around the World Series, Book IV.

Spelling—Mastery of Words, Book I.

Language—Good English—Book II.

Geography—Essentials of Geography, Book I.

Arithmetic—Book II.

History—First Book in United States History.

Hygiene—Healthy Living, Book I.

Writing—Palmer Method, Book I.

Music—Progressive Series, Book II.

Drawing—Practical Drawing, Book I.

SIXTH GRADE

Reading—Studies in Reading, Book VI.

Supplementary—Hiawatha Reader; Silent Reader, Book VI; Great Inventors and their Inventions.

Spelling—Mastery of Words, Book II.

Language—Good English, Book II.

Arithmetic—School Arithmetic, Book II.

Geography—Essentials in Geography, Book II.

History—A Young People's History of North Carolina.

Hygiene—Healthy Living, Book II.

Civics—Elementary Community Civics (Teacher's use.)

Music—Progressive Series, Book III.

Writing—Palmer Method, Book II.

Drawing—Practical Drawing, Book IV.

Courses of Study

SEVENTH YEAR

First Semester		*Second Semester*	
English	9	English	9
Arithmetic	5	Arithmetic	5
Commercial Geography	5	U. S. History	5
Physiology	5	Agriculture	5
Music	3	Music	2

One of the following elective groups:

For boys—(a) Agriculture (4); Farm Mechanics (4).

For girls—(b) Sewing (4); Cooking and Household Practice (3).

EIGHTH YEAR

First Semester		*Second Semester*	
English	8	English	8
Arithmetic	5	Arithmetic	5
U. S. History	5	Biblical History	5
General Science	5	Agriculture	5
Music	3	Music	2

One of the following elective groups:

For boys—(a) Agriculture, Field and Laboratory Practice (5); Form Mechanics (4); Mechanical Drawing (1).

For girls—(b) Sewing (4); Cooking and Household Practice (3).

NINTH YEAR

First Semester		*Second Semester*	
English	5	English	5
Algebra	5	Algebra	5
Chemistry	5	Chemistry	5
Music	3	Music	2

One of the following elective groups:

For boys—(a) Agricultural—Agriculture (2); Field (6); Laboratory (2).

(b) Mechanical—Ironworking (4); Mechanical Drawing (4).

For girls—(c) Dressmaking (4); Food and Household Management (3).

TENTH YEAR

First Semester		*Second Semester*	
English	5	English	5
Algebra	5	Commercial Arithmetic	5
Ancient History	5	Biblical History	5
Music	3	Music	2

One of the following elective groups:

For boys—Botany (5); Agriculture (5); Carpentry (4); Mechanical Drawing (4).

ELEVENTH YEAR

First Semester		*Second Semester*	
English	5	English	5
History Med. and Modern	5	Modern History	5
Geometry	5	Geometry	5
Physics	5	Physics	5

One of the following elective groups:

(a) Music 5; (b) Education (5).

For boys—(c) Farm Management (5); Remunerated Supervision or Specialized Practice in Agriculture (15); Specialized Practice in Mechanics (15).

For girls—(d) Specialized Sewing, Dressmaking and Millinery (4); Specialized Practice in Home Economics (3).

TWELFTH YEAR

First Semester		*Second Semester*	
English	5	English	5
Economics	5	Civics	5
American History	5	American History	5
Music	3	Music	2

Two of the following elective groups:

(a) Education (5).

For boys—(b) Specialized Practice in Agriculture (15; Specialized Practice in Shop Mechanics (15); Mechanical Drawing (4).

For girls—(c) Specialized Sewing (continued) (4).

Two years of Latin elective.

Y·W·C·A· ACTIVITIES

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Junior and Senior High School Department

DESCRIPTION OF COURSES

English

SEVENTH YEAR

Grammar and Composition.—This course is intended principally to awaken an interest in correct use of English. The student studies the elementary principles of English Grammar; makes brief oral and written reports on assigned topics. Conversation and reading aloud with special attention given to pronunciation for a part of every lesson. Some writing and correction are done in class. One written composition is expected weekly.

Text—Emerson & Bender "Modern English."

EIGHTH YEAR

Grammar, Composition and Classics.—The aim of this course is to give to the pupil the subdivision of the parts of speech as are likely to bring about difficulties. Inflection and Syntax. After a rapid review of the parts of speech and their modifications, detailed treatment of work, phrase and clause elements and relations in sentence are given.

Text—Emerson & Bender "Modern English."

Classics—Lady of the Lake, Idylls of the King, Enoch Arden, Vicar of Wakefield, etc.

NINTH YEAR

English Grammar, Composition and Classics—The aim is especially for those who wish to gain in writing through practice. It defines, gives the origin, development and relationship of all languages, figures of speech and poems.

Text—Elements of Rhetoric and Composition by David J. Hill.

Classics—Tale of Two Cities, Treasure Island, Schrel and Rhustrum, etc.

TENTH YEAR

English Classics—In this course the student is given an opportunity to select different classics for reading, discussion and criticism. The aim is to acquaint the student with the style, technic, taste and characteristics of literary men.

Classics.—Ivanhoe, Macbeth, Hamlet, Merchant of Venice, Milton's Minor Poems, Prose Selections, Short Stories, etc.

ELEVENTH AND TWELFTH YEAR

English and American Literature (alternate years).

English Literature.—The aim of this course is to lead the student to a knowledge of that which is best known in English Literature and to keep before him the characteristics of the great literary periods with a chronological order of the master writers.

Classics.—Romance, Adventure, Great Men, American Life and Ideals, Man and Nature, Humor, Great Ideals, Fancy and Imagination, etc.

American Literature.—This course sets forth the general characteristics of literature in the Colonial period, the Revolutionary period and in the nineteenth century with its varied and rapid development. Each important author is described with salient biographical details, an account of his writing, and discriminating comment on his style and works. Contemporary historical events are enumerated for each literary period.

Classics.—Same as above.

Texts.—Halleck's English and American Literature.

Mathematics

SEVENTH YEAR

Arithmetic.—The first part of the course consists of drills in fractions. Accuracy and alertness are emphasized. The second part of the course deals with oral and written analysis of some simple problems of the arithmetic.

Text.—Milne's Progressive Arithmetic.

EIGHTH YEAR

Some practical problems in plastering and painting, papering and carpeting. Commission and brokerage are taken up in the first half-year. Proportion, powers and roots, mensuration and drills which would prepare the student for the study of algebra are stressed the second half-year.

Text.—Milne's Progressive Arithemetic, Book III.

NINTH YEAR

Algebra.—The law of positive and negative numbers, problems solved by linear equations and methods of factoring are studied in this course.

Text.—Stone-Millis Elementary Algebra.

TENTH YEAR

Algebra.—Algebraic Fractions, fractional equations, systems of linear equations and quadratic equations are studied in this course.

Text.—Same as in Ninth Year.

ELEVENTH YEAR

Plane Geometry.—The important propositions and problems of the plane geometry are gone over a part of the time, while the rest of the time is given to problems of construction.

Text.—Wentworth-Smith Plane Geometry.

Geography and History

SEVENTH YEAR

Geography.—The continents of South America, Europe, Asia, Africa and Australia are studied; especial attention being given to the physical, political and commercial development.

Text.—Tarr & McMurry's Geography, Book II—First Semester.

History—A study is made of the periods of Exploration, Colonization, Settlements, the early Colonial Wars and French and Indian Wars.

Text.—Mace's History of United States—Second Semester.

EIGHTH YEAR

History.—A study from the Revolutionary War to the present day; noting expansion westward, the development of natural resources and progress in Industry and Government.

Text.—Mace's History of United States—First Semester.

Bible Study.—The Graded Sunday School Lessons; International Course—Second Semester.

TENTH YEAR

Ancient History.—A study of Ancient Civilization to the period of Charlemagne.

Text.—Meyer's Ancient History—First Semester.

Bible History.—A study of the four gospels.

Texts—Kent's Life and Teachings of Jesus—Second Semester.

ELEVENTH YEAR

Mediæval and Modern History—A study of Mediæval and Modern History to the present day, making a special study of noted leaders in religion, education, art and politics.

Text—Meyer's Mediæval and Modern History.

TWELFTH YEAR

Economics and Vocational Civics:

Economics.—A survey of Economics History; taking up the economic theory of consumption, production, exchange, distribution and public finance.

Vocational Civics.—A survey of occupations, noting qualifications, preparation, opportunities and disadvantages in each occupation; thus enabling the student to make his choice of an occupation more intelligently.

Texts.—Ely and Wicker, Economics; Giles' Vocational Civics.

American History.—A study showing that the place America holds among nations is due to achievements of men and women in the fields of political, industrial, social, educational and religious activity; supplemented with the history of the negro in America, showing the contribution of the negro to the development of the resources of the United States.

Texts.— James and Sanford, American History.

History of Negro in America.—Carter G. Woodson.

Science

General Science (Eighth Year.)—This course in science includes a study of the structure of the air and its relations to plant and animal life; water and its uses, work, energy and electricity; the earth in relation to other astronomical bodies; the earth's crust and life upon it.

The one hundred experiments in this course not only create a scientific spirit but also emphasize its place in everyday life.

Text.—Caldwell and Eikenberry, General Science.

Three 43-minute recitation periods per week.

Two 90-minute laboratory periods per week.

Chemistry (Ninth Year.)—The first semester deals with the principal elements and their compounds, giving their occurrences, properties and uses; salts, bases and acids; writing equations for chemical reaction.

The second semester consists of the study of the composition of plants at different stages of growth and the factors that affect them. Calculations are made on rational feeding of animals with reference to cost and caloric value.

Three 45-minute recitation periods per week.

Two 90-minute laboratory periods per week.

Botany (Tenth Year, Elective.)—Recitations are accompanied by experiments that furnish practical questions and problems. It is intended to meet college entrance requirements and at the same time help students to solve everyday problems.

Text.—Milikan and Gale, "First Course in Physics."

Three 45-minute recitation periods per week.

Two 90-minute laboratory periods per week.

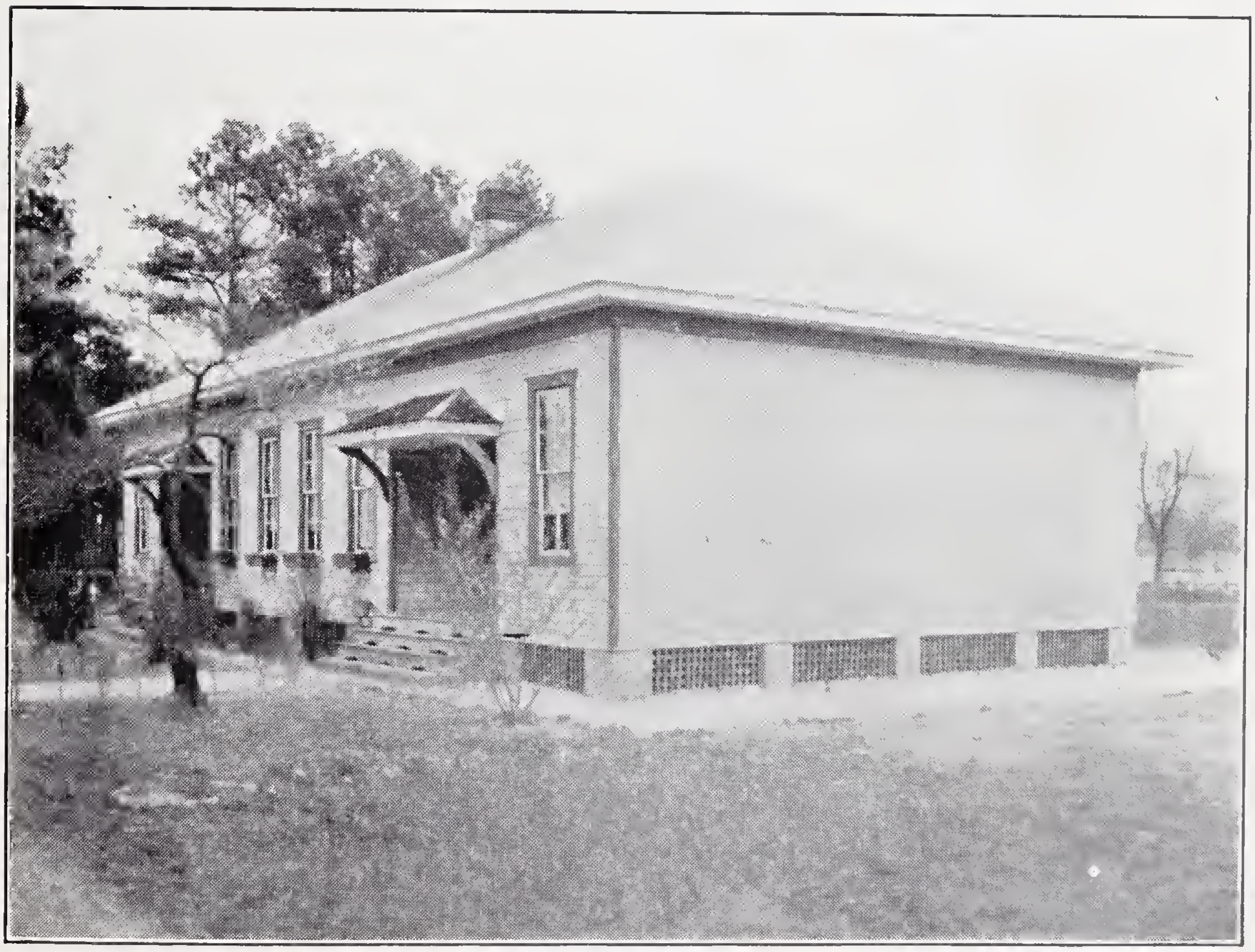
Physics—Recitations are accompanied by experiments that furnish practical questions and problems. It is intended to meet college requirements and at the same time help students to solve everyday problems.

Text.—Bergen and Caldwell, Practical Botany.

Three 45-minute recitation periods per week.

Two 90-minute laboratory periods per week.

Beard Hall Brewster Hall



Model School

Agriculture

SEVENTH YEAR

The Affairs of Agriculture (Follow topics in Mann Beginnings in Agriculture, Pr.)—Agronomy: a study of major field crops of the South; corn, the small grains, cotton (Duggar, Agriculture for Southern Schools, secs. 22-25.) The plant and its growth (Duggar, secs. 1-8); the soil and its cultivation (Duggar, secs. 9-14); animal industry; study of horses and cattle (Duggar, secs. 51-54); fertilization and fertilizers (Duggar, secs. 15-20); review of major field crops with reference to spring cultivation; laboratory and field exercises. Follow exercises in the text-book, supplemented from the following: Crosby, Plant Production; Davis, Rural School Agriculture; Jackson and Daugherty, Agriculture Through the Laboratory and School Garden, and Bulletins of Experiment Stations of the respective States. Keep laboratory and field in closest relation with the necessary work of the school farm.

Text.—Mann, Beginnings in Agriculture.

Three 45-minute recitation periods per week.

Two 90-minute laboratory periods per week.

EIGHTH YEAR

Agronomy—Rotation of crops (Duggar, sec. 21). The minor field crops of the South, the legumes and forage crops (Duggar, secs. 26-30). Animal industry; sheep and swine (Duggar, secs. 55-56). Feeding and rations (Duggar, secs. 57-58). Horticulture; vegetables and fruit raising (Duggar, secs. 32 and 37). Review of field crops from standpoint of spring cultivation. Diseases of plants (Duggar, secs. 38-43). Insects (Duggar, secs. 44-50). The flower garden and home grounds (Duggar, secs. 32-34). Laboratory and field exercises. (See directions under Seventh Year.)

Text.—Warren's Elements of Agriculture.

Three 45-minute recitation periods per week.

Two 90-minute laboratory periods per week.

NINTH YEAR

General Agriculture as an art with an economic motive.—The possible improvement of plants and animals with reference to the usefulness and value of their products.

Agronomy.—How the plant lives and propagates itself. Process whereby materials are taken from the soil and air and transformed into food and other valuable products. Dependence of animal life on plants.

Methods of Propagation.—Propagation of field crops. Seeds, selecting and testing. Handling and buying seed.

The Soil.—Origin and composition; water, drainage and irrigation, soil, air, humus and bacteria.

Fertility and Fertilizers.—Loss and restoration of plant food in soil. Chemical elements, their natural occurrence in soils, and natural and artificial supply and means of restoration. Complete fertilizer, determining, purchasing and mixing. Manure and green manna.

Intensive Study of Three Major Field Crops, e.g.—Corn cotton and potatoes, or one grain or the grasses. History, value, climate, limitation, culture, harvesting and use of product.

Animal Industry.—Farm animals and their products; effect on farm methods and human labor.

Horses: Types and breeds; care and training.

Cattle: Types and breeds; the herd. Cattle products, beef and milk; handling and use of milk.

Text.—Warren's Elements of Agriculture with collateral reading (see references after each chapter). The topics are to be redistributed to correlate and synchronize with different phases of necessary farm work.

Laboratory and Field Exercises.—Follow the order and time of practical farm activities, using exercises and problems, supplementing from other authorities. At least one-half of the time will be given to practice, developing judgment and skill.

Three 45-minute recitation periods per week.

Two 90-minute laboratory periods per week.

TENTH YEAR

General Preliminary Considerations.—The farm as the unit in agriculture. Relative value and importance of its various products.

Agronomy—Systems of crop rotation and diversification, cover crops and green manures.

Horticulture—Intensive study of garden and orchard. Plant propagation with reference to horticulture. Setting trees, tillage and culture. The farm and home garden; Significance of birds and insects, enemies of plants. Spraying and other methods of combating this.

Forestry—Significance and method; wood as a farm crop. The ornamental garden; minor field crops.

Animal Industry.—Feeds and feeding; food elements and materials, digestibility of feeding; standards; balanced rations. Swine, sheep and poultry. Types and breed; care and products. Dairying continued.

Field and Laboratory Exercises.—See directions under Ninth Year.

Text.—Warren's Principles of Agriculture, with collateral reading.

ELEVENTH YEAR

Farm Management.—Farming as a source of income. Opportunities and character of farming in various sections. The selection and purchase of a farm. Titles and legal considerations. Tenures. Planning a farm; location of fields, roads, buildings, etc. Systems of cropping; specialized production. Equipment: Proportion of capital to be invested in various departments; essentials and non-essentials; labor and its management; marketing. Records and accounts; farm bookkeeping; inventories. Coöperation and community factors in success.

Teacher's Text.—Warren and Livermore, Laboratory Exercises in Farm Management.

Five 45-minute recitations or exercises per week through the school year.

ELEVENTH AND TWELFTH YEAR

Remunerated work of a Supervisory or Responsible Character.—In connection with the necessary work of the institution, academic credit for one unit will be given for work in any of the following or similar lines on conditions defined in Manual: Charge of one or more field crops, garden or orchard or school grounds or stock or poultry; dairy work; care of fences, roads, bridges; work as assistant in laboratory and field; teaching agriculture in lower grades; independent farming on small scale.

Equivalent of fifteen 45-minute periods.

HOME ECONOMICS

Clothing

SIXTH YEAR

The application of elementary stitches applied to clothing adapted to the needs of chidren. The problems consist of the cooking uniform, fancy work, apron, crochet bedroom slippers, kimona, night gown, princess slip and bloomers.

Texts.—School Needlework by Woolman.

Three 45-minute periods per week.

SEVENTH YEAR

Better habits of neatness and accuracy are expected in this grade.

The problems are: the cooking uniform, underwear, such as combination, princess slip, nightgown, corset cover, simple white embroidery on undergarments and household linens, selecting simple style and durable material for an inexpensive and easily laundered school dress.

Texts.—Clothing and Health by Kinne and Cooley; Shelter and Clothing by Kinne and Cooley.

Three 45-minute periods per week.

EIGHTH YEAR

The work of this year requires closer application and finer workmanship in construction, care and repair of garments. Undergarments are made from drafted patterns.

The problems consist of a blouse, plaited skirt, girl's dress for school or afternoon wear.

Text.—A Study of Fabrics by Turner.

References.—Clothing and Health, Kinne and Cooley, Shelter and Clothing, Kinne and Cooley; Clothing for Women, Baldt; Clothing, Choice, Care and Cost, Woolman.

Three 45-minute periods per week.

NINTH YEAR

The garments introduced in this course are for the other members of the family.

The problems are: a man's shirt, small boy's suit, middy blouse, house-dress and shirt-waist or blouse.

Talks on spending the allowance for clothing and budget making. Each girl is encouraged to keep a personal account.

References.—The Dressmaker, Butterick Publishing Company; Dressmaking, Jane Fales; Business of the Household, Tabor.

Three 45-minute periods per week.

TENTH YEAR

An understanding of principles involving the changing of fashions and designs. Renovating and remodeling materials. Talks of form, line and proportion. The study of color and design.

The problems are: a remodeled blouse, dress and shirt.

Text.—Textile and Clothing by McGowan and Waite.

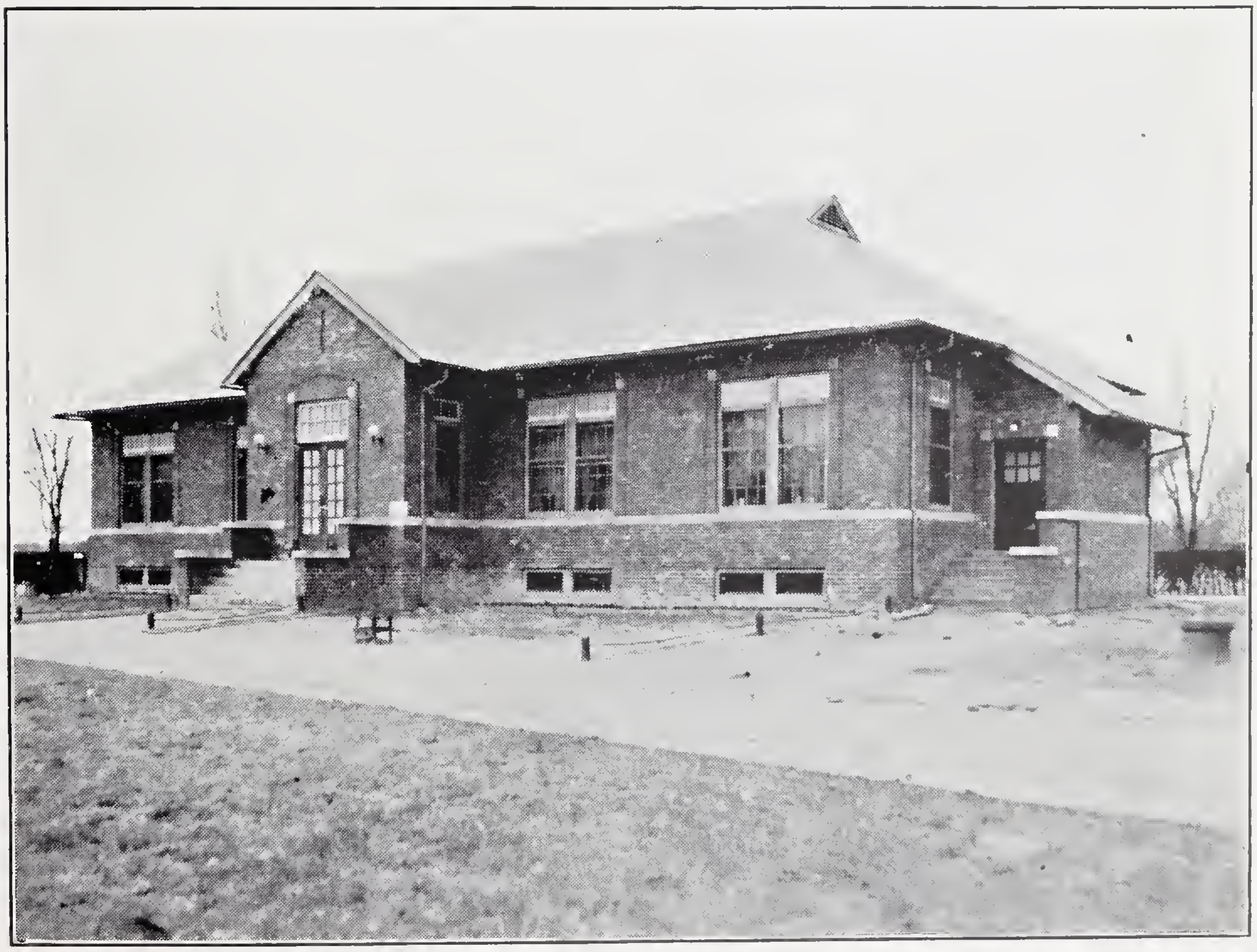
References.—Personal Hygiene and Physical Training for Women, Galbraith; Costume Design and House Planning, Izar; Principles of Correct Dress, Winterburn.

Millinery.—Renovating old hats. Making of sport and gingham hats.

Reference.—Millinery by Tobey.

Three 45-minute periods per week.

Ingraham Chapel



Dining Hall

ELEVENTH YEAR

Specialized sewing, dressmaking and millinery according to the demands of the school and community. The problem is a tailored suit or an outside wrap or top coat.

Text.—Textiles and Clothing by McGowan and Waite.

Reference.—Clothing for the Family by Federal Board of Vocational Education.

Millinery.—Frame making, covering for frames, velvet hat, silk hat and trimmings.

Reference.—Millinery, Tobey.

Three 45-minute periods per week.

TWELFTH YEAR

Specialized sewing is continued on garments of all kinds with more difficult problems in design. The problems are: the layette, the graduation outfit and a party frock.

Text.—Clothing and Textiles by McGowan and Waite.

Four 45-minute periods per week.

DOMESTIC SCIENCE

This course provides material for the development of the pupil's appreciation for household tasks; good health habits; thrifty, neat, accurate, artistic and time-saving habits and the realization of home responsibilities.

SIXTH YEAR

In this year the student is taught the proper care of the kitchen and equipment; principles and methods of cooking; comparative measurements of foods; methods of preparation and serving of food; setting and waiting the table; table manners; the proper food for health and growth; the preparation of a simple breakfast; how to cook simple lunches and dinner dishes, and the ways to destroy and prevent household pests.

Reference Books.—Health and Cleanliness, O'Shea and Kellogg. Textbook of Cooking, Greer. Lessons in Cooking Through Preparation of Meals, Robinson and Hammel.

Three 45-minute periods per week.

SEVENTH YEAR

This course provides the fundamental principles for higher courses and for practical home work. It includes: care and cleaning of the home; preservation of foods; study of foodstuffs; selection and preparation of foods for simple breakfast and luncheon, and preparation of dinner dishes; the theory of laundry work; the prevention of illness and the care of the sick in the home and cooking for the children's Christmas tree; Farmers Day food exhibit and class entertainment.

Text.—Household Arts for Home and School, Vol. II, Cooley and Spohr.

Three 45-minute periods per week.

EIGHTH YEAR

Special emphasis in this course is laid on the proper care for sick or injured; the prevention of accidents and illness; the structure and mechanics of the body; simple study of micro organisms; first aid materials; methods of treatment in first aid or in common home emergencies; care of the sick in the home, and food for the sick.

It also includes preparation of lunches and of dinner and supper dishes, which will keep one well and happy, and the cooking of foods for food exhibits and class entertainments.

Text.—First (Aid General Edition by Lynch.)

Three 45-minute periods per week.

NINTH YEAR

The organization of the home and a more comprehensive study of foods is given in this course which includes: the study of the kitchen and its furnishings; the study of fuels and stoves; the principles of preparation of various classes of foods; table service; marketing; menus and dietaries; budgets; housewifery, and laundering and cleaning.

Text.—Foods and Household Management by Kinne and Cooley.

Three 45-minute periods per week.

TENTH YEAR

The study of the home is contained in this course. The course aims to present: the essential qualities of a well planned house; the application of simple, artistic and inexpensive decorations to furnishings and rooms; the evolution of the house; household hygiene, and household management.

Text.—The House by Brevier; Household Hygiene, by Elliott.

References.—Household Management, Terrill; Practical and Artistic Furnishings, Kellogg.

Three 45-minute periods per week.

ELEVENTH YEAR

The purpose of this course is to teach the applications of the principles of nutrition to the feeding of the family; economy in buying; the importance of good food habits; the adaptation of food to bodily needs and diet in abnormal conditions.

This course also deals with the school lunch and the class is expected to assist in the preparation of the school lunch and any other school activities which afford practical work in dietetics and the application of knowledge of food preparation.

Text.—Dietetics for High Schools by Willard and Gillett.

MANUAL ARTS

Woodworking.—Use and care of hand tools. Fundamental processes taught by progressive exercises; making of simple projects with chisel and sloyd knife. These elementary steps include such projects as are interesting to boys.

Two 45-minute periods per week throughout the year.

SEVENTH YEAR

Fundamental procession in Farm Shop Work.

Community problems based on progressive exercises especially adapted to community needs.

Making and repairing farm implements; laying out and cutting steps; lessons in mending locks and catches; setting glass; mixing and applying paint; renewing pump faucet valves, chair caning, upholstering, cabling, with aim of preventing the deterioration and waste of household material and making the family independent of the paid mechanic. Making working drawings of simple projects. Lessons on the tool processes, squaring, nailing, boring, gauging, reading and writing dimensions, varieties of timber, lumber and methods, sawing, drying and shrinkage of lumber, wood finishing, principal parts used in wood-work, tools and tool sharpening.

Text.—Shop Projects by Burton.

Four 45-minute periods throughout the year.

EIGHTH YEAR

Woodworking.—Construction of gates, doors, fences, bridges poultry houses and other farm buildings; study of structural principles and approved models; repair of implements and vehicles.

Elementary course in bricklaying and concrete work; construction of simple piers; laying of foundation, use of concrete in farm construction.

Text.—Raeford on Construction.

Four 45-minute periods throughout the year.

NINTH YEAR

Ironworking—Use and care of blacksmith tools and shop; drilling and bending; use of dies, punches, screw plates and tapes; forge practice; making and repairing parts of farm tools and implements, hinges and fastenings for bar doors and gates.

Text.—Work in Iron by Harcourt.

Four 45-minute periods per week for half year.

TENTH YEAR

Carpentry—Laying off site, excavating, discussion of location, footings, formations, etc. Methods of farming superstructure, sills and girdles, bridging, etc.; laying out and cutting for square cornered buildings, octagon roofs and ascertaining cuts, exterior cornering and finish, sheeting, shingling, setting window and door frames, interior finishing, lathing, stair building, porches, fitting and hanging doors, etc.

Methods of estimating lumber quantities, example of form for bill of material.

Text.—By Ira Griffith.

NINTH YEAR

Mechanical Drawing—Laying out sheet for practical lettering, also for regular drawing; working drawings of objects bounded by plane figures, surfaces at right angles to each other; working drawings of objects generally rectangular in form, having some invisible outlines—drawings full size—working drawings of objects generally rectangular in shape but requiring to be drawn to a reduced scale; working drawings of straight line objects of greater complexity; laying out by means of center lines; tracing, blue printing, lettering, titles, etc.

Four 45-minute periods per week for half year.

TENTH YEAR

Mechanical Drawing—Tools and supplies, horizontal and vertical lines; laying out of sheet; lettering; use of triangles, foreshortening, circles, center lines, selection of views, selection of dimensions, arrangements of views, dimensions of circles and aces.

Rour 45-minute periods per week for half year.

ELEVENTH YEAR

Isometric and oblique projection, principles; isometric scales, irregular objects, oblique scales; nature of drawings, penciling, size, etc.; lettering; freehand and mechanical; orthographic projection third and fourth views.

Four 45-minute periods per week throughout the year.

TWELFTH YEAR

Mechanical Drawing—Geometric definitions, practical geometrical problems, parts I and II.

Four 45-minute periods per week for half year.

Carpentry—Farm Shop Problems and Shop Management.

Four 45-minute periods per week for half year.

Benedict Hall—Girls' Dormitory

Barn

TEACHER TRAINING

The school is on the Accredited List of the State Department of Education and its graduates who take the required work receive an Elementary "B" Certificate without State examination.

The Department of Education maintains one teacher here who devotes her whole time to Teacher Training work.

DAY SCHOOL DEPARTMENT

First Grade

Adams, Wilson	Bricks, N. C.
Anderson, Walter	Bricks, N. C.
Battle, Ernest	Whitakers, N. C.
Battle, Elmore	Whitakers, N. C.
Battle, Frank	Whitakers, N. C.
Bandy, Walter	Whitakers, N. C.
Bowens, Eddie	Whitakers, N. C.
Bowens, Lina	Whitakers, N. C.
Brown, Alexander	Bricks, N. C.
Bryant, Amelia	Whitakers, N. C.
Bunn, Minnie	Whitakers, N. C.
Dickens, Moses	Whitakers, N. C.
Dickens, Peter	Whitakers, N. C.
Fields, Este	Bricks, N. C.
Forbes, John	Whitakers, N. C.
Forbes, Benjamin	Whitakers, N. C.
Garrett, Rose	Bricks, N. C.
Garrett, Lillian	Bricks, N. C.
Grant, Sallie	Bricks, N. C.
Grant, Beatrice	Bricks, N. C.
Hill, Charles	Bricks, N. C.
Hilliard, Lucy	Bricks, N. C.
Hilliard, John	Bricks, N. C.
Horner, Pattie Lee	Whitakers, N. C.
House, Bessie (b)	Farmerville, N. C.
McFadden, Maie (b)	Rocky Mount, N. C.
Norman, Henry	Enfield, N. C.
Norman, Mamie	Enfield, N. C.
Peterson, Nathaniel	Enfield, N. C.
Phillips, Ethel	Whitakers, N. C.
Speights, Lugenia	Bricks, N. C.
Speights, Willie Mae	Bricks, N. C.

Second Grade

Adams, Scott	Bricks, N. C.
Bailey, Andrew (b)	Springfield, Mass.
Chappen, Eddie	Enfield, N. C.
Dickens, Paul	Whitakers, N. C.
Dickens, Rosa	Whitakers, N. C.
Hilliard, Charles	Bricks, N. C.
Hilliard, Eula	Bricks, N. C.

Horner, Pearl	Whitakers, N. C.
Horner, Lilie Mae	Whitakers, N. C.
Lane, Catherine	Enfield, N. C.
Pittman, Joseph	Bricks, N. C.
Reid, Mary	Bricks, N. C.
Royster, William (b)	Rocky Mount, N. C.
Speights, Raymon	Bricks, N. C.
Stephens, Howard (b)	Portsmouth, Va.
Tellery, Maude	Whitakers, N. C.
Walker, Edward	Whitakers, N. C.
White, Winton	Enfield, N. C.
Williams, Bertha	Whitakers, N. C.

Third Grade

Arrington, Otis	Enfield, N. C.
Arrington, Lucias	Enfield, N. C.
Barrett, Leather (b)	Ayden, N. C.
Bowens, William	Whitakers, N. C.
Bryant, James Cullen	Whitakers, N. C.
Brown, Glendora	Bricks, N. C.
Bryant, Katie	Whitakers, N. C.
Byrd, Linwood	Whitakers, N. C.
Epps, Tormal (b)	Rocky Mount, N. C.
Hauley, Dollie Anne	Rochester, N. Y.
Hilliard, Magnolia	Whitakers, N. C.
Ingram, Nello	Enfield, N. C.
Jenkins, Thomas (b)	Weldon, N. C.
Lowe, John	Enfield, N. C.
Phillips, Naomi	Whitakers, N. C.
Reynolds, Andrew	Enfield, N. C.
Speights, Betsey	Bricks, N. C.
Watson, Johnnie	Whitakers, N. C.
Williams, Freeman	Whitakers, N. C.

Fourth Grade

Adams, Frank	Bricks, N. C.
Battle, Percy Lee	Whitakers, N. C.
Baker, Lela	Enfield, N. C.
Battle, Howard	Whitakers, N. C.
Bryant, Georgia	Whitakers, N. C.
Byrd, Sarah	Whitakers, N. C.
Brown, Christine	Bricks, N. C.
Burgess, James (b)	Littleton, N. C.
Daniel, William	Whitakers, N. C.
Daniel, Lonie	Whitakers, N. C.
Davis, Joseph	Whitakers, N. C.

Dixon, Hazelldell (b)	Garretts, Va.
Forbes, Russell	Whitakers, N. C.
Ford, James	Whitakers, N. C.
Freeman, Linwood (b)	Rocky Mount, N. C.
Gaylor, Odessa	Whitakers, N. C.
Gunter, Mary	Whitakers, N. C.
Hauley, Pauline	Rochester, N. Y.
Hilliard, Carrie	Bricks, N. C.
Hilliard, Ethel	Bricks, N. C.
Hilliard, Elijah	Bricks, N. C.
Hilliard, Minnie	Bricks, N. C.
Hill, Callie	Bricks, N. C.
Hill, Marutha	Bricks, N. C.
Leak, Frank	Bricks, N. C.
Mason, William	Enfield, N. C.
McCall, Katy	Whitakers, N. C.
Pittman, Lufenda	Bricks, N. C.
Pittman, Johnnie	Bricks, N. C.
Pittman, Lucile	Bricks, N. C.
Powell, Mamie	Whitakers, N. C.
Powell, Joseph (b)	Rocky Mount, N. C.
Speights, Johnnie	Bricks, N. C.
Speights, Mattie Mae	Bricks, N. C.
Thorne, Royal (b)	Rochester, N. Y.
Whitaker, Edward	Enfield, N. C.
Whitaker, Charles	Enfield, N. C.
Williams, Myra	Whitakers, N. C.
Williams, Raymon	Whitakers, N. C.

Fifth Grade

Alexander, William (b)	Williamston, N. C.
Anderson, Jett (b)	Richmond, Va.
Arrington, Ruth	Enfield, N. C.
Austin, Bruce (b)	Arcala, N. C.
Austin, Allen (b)	Warrenton, N. C.
Battle, Mary	Rocky Mount, N. C.
Barrett, Robert (b)	Ayden, N. C.
Blocker, Clara	Richmond, Va.
Boddie, Pearl	Whitakers, N. C.
Powens, Lufenda	Whitakers, N. C.
Bryant, Dorothy	Whitakers, N. C.
Broadie, Rufus (b)	Nashville, N. C.
Brown, Clarence	Whitakers, N. C.
Brown, Edward	Whitakers, N. C.
Brown, Moten (b)	Brink, Va.
Brown, Nathaniel	Bricks, N. C.
Carter, Herbert (b)	Warrenton, N. C.

Principal's Cottage

Teachers' Cottages

Cherry, Boston	Hassell, N. C.
Cherry, Viola	Hassell, N. C.
Cooke, Maude	Whitakers, N. C.
Davis, Leslie (b)	Warrenton, N. C.
Eaton Henry (b)	Cana, N. C.
Eskins, Margaret (b)	Wilmington, N. C.
Exum, Charles	Bricks, N. C.
Forney, Cornelius	Bricks, N. C.
Ford, Lucy	Whitakers, N. C.
Gibson, Alden (b)	Lynchburg, Va.
Hazel, Alfonso (b)	Greensboro, N. C.
Hilliard, Eula	Bricks, N. C.
Hill, William	Bricks, N. C.
Hill, Edward	Whitakers, N. C.
Horner, Elvia	Whitakers, N. C.
Hunter, Edith Mae	Enfield, N. C.
Jones, Frazier (b)	New York, N. Y.
Lancaster, William (b)	Castalia, N. C.
Loye, Jefferson	Enfield, N. C.
Lyons, Annie (b)	Rocky Mount, N. C.
Mack, John	Whitakers, N. C.
Manley, James (b)	Conway, N. C.
Marshall, Lossie Belle (b)	Rocky Mount, N. C.
McDonald, Leomia (b)	Portsmouth, Va.
Murrain, Mona (b)	Angola, Africa
Perry, Huvesta (b)	Nashville, N. C.
Peterson, William	Enfield, N. C.
Powell, Mary	Battleboro, N. C.
Powell, Mollie (b)	Nashville, N. C.
Powell, William	Battleboro, N. C.
Reynolds, Theodore	Enfield, N. C.
Reddick, William (b)	Williamston, N. C.
Sessoms, Percy (b)	Nashville, N. C.
Simmons, Mary	Wilmington, N. C.
Simmons, Janie	Wilmington, N. C.
Stancil, Clarence (b)	Bethel, N. C.
Taylor, Annie	Whitakers, N. C.
Taylor, Allie	Whitakers, N. C.
Taylor, Wilder	Whitakers, N. C.
Thorne, Edward (b)	Airlie, N. C.
Van, Bernice (b)	Dunn, N. C.
Watson, Alaura	Enfield, N. C
Whitehead, Susie (b)	Scotland Neck, N. C.
Whitaker, James	Enfield, N. C.
Whitehead, Ruther (b)	Whitakers, N. C.
Williams, Thelma (b)	Farmerville, N. C.

Sixth Grade

Ashford, Irving (b)	Goldsboro, N. C.
Adams, Francis (b)	Fayetteville, N. C.
Aikens, Marjorie (b)	New York, N. Y.
Atkins, Albert (b)	Cumnock, N. C.
Batchelor, Alice (b)	Weldon, N. C.
Battle, Selma	Whitakers, N. C.
Batten, Gilbert	Whitakers, N. C.
Black, Samuel (b)	Wilson, N. C.
Boseman, Charles (b)	Rocky Mount, N. C.
Bowden, Preston (b)	Rosobel, N. C.
Bowden, Decatur (b)	Boston, Mass.
Bryant, Ruth	Whitakers, N. C.
Brewington, Kenella (b)	Clinton, N. C.
Burnette, Rosa	Enfield, N. C.
Burnette, Ethel	Bricks, N. C.
Cleary, Edith (b)	Battleboro, N. C.
Cooke, Conie (b)	Louisburg, N. C.
Demery, Edward (b)	Enfield, N. C.
Eaton, James (b)	Cana, N. C.
Edgeton, Christine	Rocky Mount, N. C.
Exum, Pricilla	Whitakers, N. C.
Ford, Christine	Whitakers, N. C.
Freeman, Alice (b)	Tarboro, N. C.
Garrett, Nina	Bricks, N. C.
Gaylor, Minetta	Whitakers, N. C.
Grimes, Annie (b)	Williamston, N. C.
Gilmore, Herbert (b)	Wilmington, N. C.
Holeman, Ruby (b)	Raleigh, N. C.
Huff, William (b)	Williamston, N. C.
Isaac, Frank (b)	Brooklyn, N. Y.
Lunsford, Georgia (b)	Rouge Mount, N. C.
Lucas, Russell (b)	Enfield, N. C.
McLaughlin, Ollie (b)	Zebulon, N. C.
Morgan, Alice (b)	Rocky Mount, N. C.
Parker, Rosa (b)	Nashville, N. C.
Parker, Etta	Whitakers, N. C.
Peterson, Cameron (b)	Clinton, N. C
Perry, Lenora (b)	Nashville, N. C.
Powell, Mattie (b)	Rosemary, N. C.
Powell, Westery (b)	Rocky Mount, N. C.
Phillips, Donald	Whitakers, N. C.
Pittman, Annette	Bricks, N. C.
Rolland, Irene (b)	Scotland Neck, N. C.
Smith, Mary (b)	Scotland Neck, N. C.
Solomon, Louise (b)	Halifax, N. C.

Stuart, Daniel	Enfield, N. C.
Wade, Lillian (b)	Goldsboro, N. C.
Whitakers, Christine	Enfield, N. C.
Williams, Ernest (b)	Zebulon, N. C.
Williams, Leah (b)	Pinetop, N. C.
Williams, Katy	Winston, N. C.
Wooten, Mollie (b)	Goldsboro, N. C.

Seventh Grade

Atkins, Emma (b)	Haywood, N. C.
Belle, Cherry (b)	Falkland, N. C.
Boone, Clinton (b)	Weldon, N. C.
Bridges, Williard (b)	Smithfield, N. C.
Brown, Almon	Oak City, N. C.
Brown, Julius	Bricks, N. C.
Burnette, Addie	Bricks, N. C.
Burnette, Sylvester	Bricks, N. C.
Byrd, Mary	Whitakers, N. C.
Byrd, Almeta	Whitakers, N. C.
Cooper, Elias (b)	Castalia, N. C.
Crawley, James (b)	Wilmington, N. C.
Dewalt, Robert (b)	Philadelphia, Penn.
Fleming, Arthur (b)	Raleigh, N. C.
Ford, Christine	Whitakers, N. C.
Forney, Harding	Bricks, N. C.
Gorham, Fannie	Enfield, N. C.
Grady, Minnie (b)	Dudley, N. C.
Greene, Samuel (b)	Mebane, N. C.
Gupton, Isaac (b)	Castalia, N. C.
Hall, Charles	Wilmington, N. C.
Hill, Lillian	Bricks, N. C.
Hill, Annie	Bricks, N. C.
Hill, Milburn (b)	Williamston, N. C.
Hilliard, Etta	Bricks, N. C.
Hines, Robert (b)	Norfolk, Va.
Howington, Hollis	Enfield, N. C.
Joyner, Carrie (b)	Ayden, N. C.
Key, Annie	Enfield, N. C.
Lyons, James (b)	Rocky Mount, N. C.
Lyons, Nannie (b)	Whitakers, N. C.
Mason, Sarah (b)	Richmond, Va.
Martin, Pauline (b)	Thelma, N. C.
McLain, Robert (b)	Duke, N. C.
McDonald, Ella Mae (b)	Detroit, Mich.
Ormond, Willie (b)	Williamston, N. C.
Phillips, Carol	Whitakers, N. C.

Philips, Sudie	Whitakers, N. C.
Ray, Edgar (b)	Wilson, N. C.
Raigns, John	Enfield, N. C.
Reaves, William (b)	Wilson, N. C.
Saunders, William (b)	Wilmington, N. C.
Smith, Ethel (b)	Conetoe, N. C.
Spaulding, Iver, (b)	Clarkton, N. C.
Spivey, Acelia (b)	Spring Hope, N. C.
Terrell, Morris (b)	Farmville, N. C.
Upshire, Milton (b)	Epmore, Va.
Ward, James (b)	Weldon, N. C.
Watson, Bessie	Enfield, N. C.
Warren, David (b)	Clinton, N. C.
Whitaker, Ruth	Enfield, N. C.
Williams, Stephen (b)	Portsmouth, N. H.
Williams, Eulah (b)	Littleton, N. C.
Younger, Carlester (b)	Norfolk, Va.

Eighth Grade

Adams, Blanche (b)	Fayetteville, N. C.
Bailey, Arma (b)	Springfield, Mass.
Baker, Linda (b)	Kingsboro, N. C.
Batchelor, Zollie (b)	Nashville, N. C.
Cofield, Nathaniel	Enfield, N. C.
Coward, Augusta (b)	Weldon, N. C.
Croom, Blanche (b)	Salisbury, N. C.
Exum, Mary	Bricks, N. C.
Faison, Cleta (b)	Warsaw, N. C.
Faison, Othella (b)	Warsaw, N. C.
Forney, Myrtle	Bricks, N. C.
Foreman, George	Whitakers, N. C.
Hill, Carrie	Bricks, N. C.
Jones, Generva (b)	Scotland Neck, N. C.
Lungsford, Goldia (b)	Rougemount, N. C.
Macbeth, Robert (b)	Charleston, S. C.
Murrain, George (b)	Angola, Africa
Newkirk, Willie (b)	Rose Hill, N. C.
Phillips, Mary	Bricks, N. C.
Pittman, Walter	Bricks, N. C.
Pittman, Lula	Bricks, N. C.
Smith, Louise	Warsaw, N. C.
Stephens, George (b)	Whitesville, N. C.
White, Laura (b)	Elm City, N. C.

Ninth Grade

Allen, Zelma (b)	Godwin, N. C.
Bullock, Ernestine (b)	Kingsboro, N. C.
Byrd, Nathaniel	Whitakers, N. C.
Casper, Sallie (b)	Enfield, N. C.
Carlyle, Vera	Whitakers, N. C.
Croom, Dorcas (b)	Salisbury, N. C.
Everett, Winoa (b)	LaGrange, N. C.
Hall, Linwood (b)	Philadelphia, Penn.
Hamlin, Fannie Mae (b)	Farmville, N. C.
Hopkins, Ida Belle (b)	Rocky Mount, N. C.
Jones, George	Norlina, N. C.
Mason, Margaret (b)	Richmond, Va.
Melchor, Henry (b)	Gold Hill, N. C.
Phillips, Evelyn	Bricks, N. C.
Phillips, Amelia (b)	Whitakers, N. C.
Richmond, James (b)	Florence, S. C.
Scarborough, Ira (b)	Nashville, N. C.
Sessom, Lizzie (b)	Nashville, N. C.
Thorne, Helen (b)	Rocky Mount, N. C.
Garrett, Richard	Whitakers, N. C.
Stanton, John (b)	Snow Hill, N. C.

Tenth Grade

Belle, Grady (b)	Lexington, N. C.
Chambers, Harold (b)	Salisbury, N. C.
Clouse, Odessa (b)	Goldsboro, N. C.
Croom, Asa (b)	Salisbury, N. C.
Eaton, Hattie (b)	Winston, N. C.
Hill, Gilbert (b)	Norlina, N. C.
Hilliard, George	Bricks, N. C.
Lyons, Julia (b)	Whitakers, N. C.
Powell, Stephen (b)	Rosemary, N. C.
Reid, George	Bricks, N. C.
Sloane, John (b)	Enfield, N. C.
Stewart, Lucile (b)	Jackson, N. C.
Taylor, Sallie Mae (b)	Scotland Neck, N. C.
Wood, Mary (b)	Chase City, Va.

Eleventh Grade

Bland, Elizabeth (b)	Richmond, Va.
Brown, Mayutha (b)	Cartersville, S. C.
Burnette, Mary	Bricks, N. C.
Burns, Sarah (b)	Dunn, N. C.
Childs, William (b)	Washington, D. C.
Davis, Theodore (b)	Newark, N. J.
Hall, Elanche	Wilmington, N. C.

Jackson, Grace (b)	Fredericksburg, Va.
Joyner, Audaline	Whitakers, N. C.
Pearsull, Henrietta (b)	Farmville, N. C.
Peterson, Edward (b)	Clinton, N. C.
Turner, Ethel (b)	Cumnock, N. C.
Wallace, Chester (b)	Weldon, N. C.
Watson, Mary	Enfield, N. C.
Young, Maggie (b)	Battleboro, N. C.

Twelfth Grade

Atkins, Fletcher (b)	Haywood, N. C.
Burnette, William	Bricks, N. C.
Jones, William (b)	Durham, N. C.
Quest, Gladys (b)	Springfield, Mass.
Rogers, Carolyn (b)	Portsmouth, Va.
Stewart, Costenah (b)	Newport News, Va.
Thompson, Nettie (b)	Snow Hill, N. C.
Turner, Guthrie (b)	Cumnock, N. C.
White, Marion (b)	Portsmouth, Va.
Wiggins, Cornelia (b)	Plymouth, N. C.

NIGHT SCHOOL DEPARTMENT

First Grade

Doyal, Charity (b)	Scotland Neck, N. C.

Third Grade

Dawdy, Joseph (b)	Weldon, N. C.

Fourth Grade

Battle, Mamie (b)	Nashville, N. C.
Hunter, Sarah (b)	Spring Hope, N. C.

Fifth Grade

Brown, Elijah (b)	Bethel, N. C.
Carnie, Rosa (b)	Falkland, N. C.
Hall, Emma (b)	Snow Hill, N. C.
Jones, Lela (b)	Whitakers, N. C.
Langley, Joseph (b)	Bethel, N. C.
Purvis, Nacy (b)	Williamston, N. C.
Tyson, Florence (b)	Falkland, N. C.
Williams, Beatrice (b)	Greenville, N. C.

Sixth Grade

Adams, Omelia (b)	Weldon, N. C.
Avery, Ralph (b)	Columbia, S. C.
Bryant, Martha (b)	Whitakers, N. C.
Croom, Lemuel (b)	Salisbury, N. C.
Edmons, George (b)	Weldon, N. C.
Edwards, McKeaver (b)	Snow Hill, N. C.
Harper, Allean (b)	Snow Hill, N. C.
Jenkins, Naomi (b)	Weldon, N. C.
Newkirk, Isaac (b)	Goldsboro, N. C.
Shields, William (b)	Charles City, Va.
Smith, Lenora (b)	Wilmington, N. C.
Washington, Edward (b)	Weldon, N. C.

Seventh Grade

Battle, Emma (b)	Castalia, N. C.
Cooper, Florence (b)	Warsaw, N. C.
Faison, James (b)	Clinton, N. C.
Flemons, Willie (b)	Rocky Mount, N. C.
Gupton, George (b)	Nashville, N. C.
Jenkins, Jesse (b)	Weldon, N. C.
Matthews, George (b)	Clinton, N. C.
Slade, Catherine (b)	Williamston, N. C.

Eighth Grade

Ashford, Benjamin (b)	Clinton, N. C.
Blacknall, Bertha (b)	Raleigh, N. C.
Briggs, Cora (b)	Beltsville, Md.
Davis, Reginald (b)	Newark, N. J.
Dixon, Pearl (b)	Portsmouth, N. C.
Easter, Rena Belle (b)	Winston, N. C.
Gatting, Hattie (b)	Weldon, N. C.
Hemby, Gaston (b)	Wilmington, N. C.
Jefferson, Cora (b)	Portsmouth, N. C.
Ormond, Iver (b)	Williamston, N. C.
Williams, James (b)	Wilmington, N. C.

Ninth Grade

Mack, Isabelle (b)	Charleston, S. C.
Sanders, Marie (b)	Manor, Ga.

Tenth Grade

Ledbetter, Dossie (b)	Troy, N. C.
Powers, Malinda (b)	Rosemary, N. C.

CLASSIFICATION

Grade or Department	Male	Female	Boarders	Music	Domestic Art	Domestic Science	Agriculture	Woodwork	Ironwork	Mechanical Drawing
Grade Twelve	4	6	9	10	6	....	....	....	....	4
Grade Eleven	4	11	10	15	....	10	1	....	....	4
Grade Ten	8	6	12	14	6	6	6	....	....	8
Grade Nine	6	14	16	20	14	18	20	....	....	6
Grade Eight	9	18	17	27	18	16	27	9	....	....
Grade Seven	28	26	32	54	26	22	54	28	....	....
Grade Six	18	33	37	51	33	33	....	18	....	....
Grade Five	35	28	31	63	....	....	....	....	....	....
Grade Four	20	19	4	39	....	....	....	....	....	....
Grade Three	11	8	3	19	....	....	....	....	....	....
Grade Two	10	7	3	17	....	....	....	....	....	....
Grade One	18	14	2	32	2	....	....	....	....	....
Night School	20	29	49	....	....	....	....	....	....	....
Total	191	219	225	361	105	105	108	55	....	22

States and Countries Represented: Alabama, Africa, Georgia, Massachusetts, New Jersey, New York, New Hampshire, North Carolina, Pennsylvania, South Carolina, Virginia, Washington and West Indies.

Counties Represented: Bertie, Chatham, Columbus, Cumberland, Davidson, Duplin, Durham, Edgecombe, Essex, Forsyth, Guilford, Greene, Halifax, Harnett, Johnson, Kings, Lee, Lenoir, Martin, Moore, Montgomery, Nash, New Hanover, New York, Northampton, Norfolk, Philadelphia, Pitt, Rowan, Sampson, Spottsylvania, Stafford, Sussex, Suffolk, Wayne, Wake, Warwick, Wade, Warren, Washington, Wilson.

SUMMARY

	Male	Female	Total
Teacher Training Department	7	14	21
High School—			
Twelfth Grade	4	6	10
Eleventh Grade	4	11	15
Tenth Grade	8	6	14
Ninth Grade	6	14	20
Eighth Grade	9	18	27
Seventh Grade	28	26	54
Elementary School—			
Sixth Grade	18	33	51
Fifth Grade	35	28	63
Fourth Grade	20	19	39
Third Grade	11	8	19
Second Grade	10	7	17
First Grade	18	14	32
Night School	20	29	49
Music Department	7	23	30
Total	198	242	440
Counted Twice	7	19	26
Total Attendance	191	223	414
Number of Boarders	106	119	225